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ABSTRACT

Empirical data and staff opinions were gathered to determine the enrollment of Mexican immigrant/alien students in the Rio Grande City Schools during the 1976-77 school year and their impact on space utilization, educational programming, staffing, and funding. Eleven staff members, representing administrators, principals, teachers, and counselors, were interviewed. Building principals were administered the Principals' Questionnaire to secure enrollment, building, and program data. A 7-item questionnaire identified students born in Mexico by campus and grade, recorded birthdates and length of enrollment in the district, indicated participation in the free lunch program and whether students lived with a parent or guardian, and included an assessment of the student's English-speaking proficiency by a teacher, and whether or not the student was assigned to a special educational program. Data indicated that: enrollment of Mexican immigrant/alien students increased from 455 in 1976-76 to 505 in 1976-77 while the district's total enrollment increased from 3,956 to 4,082; most staff members felt that overcrowded classrooms resulted from the enrollment of immigrant/alien students at the elementary and junior high school levels; program capacities appeared to be exceeded by non-immigrant/alien enrollments at the elementary level; additional staff members and staff development programs for teachers were critically needed; and immigrant families had no effect on the district's tax base. Survey instruments are appended. (NQA)

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ED254382

A CASE STUDY OF THE IMPACT OF STUDENTS FROM MEXICO UPON A TYPICAL TEXAS BORDER SCHOOL DISTRICT

A Research Study

by

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Submitted to: The State Board of Education

February, 1977

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CHAPTER I

INTRODUCTION

A Texas Education Agency study (1), covering the 1975-76 school year, documented the fact that large numbers of immigrant/alien students from Mexico are enrolled in the public schools of Texas; and, a study by Hensley (2), covering the same period of time, concluded that their enrollment does have a significant impact on some school systems.

As shown in Figure 1, the Texas Education Agency study reported the percentage of immigrant/alien students enrolled in each of the Texas counties as of January, 1976. The counties with the highest percentages, all south Texas border counties were: Maverick (12%), Hudspeth (16%), Starr (14%), Val Verde (11%), Kinney (10%), Presidio (9%), and Hidalgo (9%). With few exceptions East, West, North, and Central Texas counties had the lowest percentages. Irion county in West Texas, for example, had 8%, and the West Texas counties of Concho and Upton each had 5%. Bailey and Castro counties in the Texas Panhandle, moreover, had 4% and 3% respectively while all other Panhandle counties had less than 1%. And, most of the Central, East, and Coastal counties had less than 1%. Polk county in East Texas had 3%; Mills and Gillespie counties in Central Texas had 3% and 2% respectively, while Bexar county had 2%. All of the Southeastern counties reported 10% or less with only Harris and Ft. Bend counties reporting 10%.

This study also reported that approximately 45,000 Mexican immigrant/alien students were attending Texas schools with approximately 26% of them

Figure 1

*Source: 1975 Texas Education Agency Survey of Mexican Immigrant/Alien Students

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or 27,400 attending the reporting districts for the first time during the 1975-76 school year.

As shown in Table 1, moreover, Hensley's study reported that approximately 27,000 (60%) of the total number of immigrant/alien students enrolled in the public schools of Texas at the end of the first quarter of the 1975-76 school year were enrolled in the 61 school districts which are adjacent to the U.S.-Mexico border. While the immigrant/alien students accounted for 1.6% of the total state enrollment, they accounted for 9.6% of the total enrollment of these 61 border school districts. Table 2 data, which shows the number of districts by the percentage of Mexican immigrant/alien students enrolled, indicates that 42 of the 61 border districts had immigrant/alien student enrollments which exceeded 5 percent, and 22 districts exceeded 10 percent. Eleven of the districts, however, had less than one percent.

His study, moreover, included an indepth analysis of the 22 districts that had more than 10% to determine the impact Mexican immigrant/alien students had on the districts. Table 3 data shows the total enrollment for the first quarter of the 1975-76 school year and the number and percentage of immigrant/alien students enrolled in each of the 22 districts included in this study. Seven of the districts had immigrant/alien enrollments of over 20 percent: Eagle Pass (20.9%), Roma (21.3%), Hidalgo (27.2%), Presidio (20.6%), Progreso (23.7%), Tornillo (22.1%), and Ft. Hancock (26.2%). Six of the districts, moreover, had enrollments of less than 11%: San Felipe-Del Rio (10.8%), Donna (10.1%), Rio Grande City (10.8%), Clint (10.8%), Brackett (10.4%), and Comstock (10.5%). The remaining nine districts had enrollments ranging from 11.5% to 19.7%.

Table 1.--Number and Percentage of Mexican Immigrant/Alien Students Enrolled in Texas Border School Districts During the 1st Quarter of 1975-76*

County District	Enrollment 1st Quarter	Number of Immigrant/ Aliens	Percent of Immigrant/ Aliens
Brewster			
Alpine ISD	1,288	4	.3
Marathon ISD	175	11	6.3
San Vicente CSD	13	0	0
Terlingua CSC	15	0	0
Cameron			
Brownsville ISD	22,618	3,125	13.8
Harlingen ISD	11,785	590	5.0
La Feria ISD	1,756	101	5.8
Los Fresnos ISD	2,296	111	4.8
Point Isabel ISD	1,655	77	4.7
Rio Grande MHMR ISD	116	0	0
Rio Hondo ISD	1,280	43	3.4
San Benito ISD	6,464	378	5.8
Santa Maria ISD	290	56	19.3
Santa Rosa ISD	875	64	7.3
South Texas ISD	439	35	8.0
El Paso			
Anthony ISD	390	34	8.7
Canutillo ISD	1,825	280	15.3
Clint ISD	807	87	10.8
El Paso ISD	62,884	5,988	9.5
Fabens ISD	1,632	187	11.5
San Elizario ISD	400	36	9.0
Socorro ISD	2,864	564	19.7
Tornillo ISD	312	69	22.1
Ysleta ISD	40,851	3,184	7.8
Hidalgo			
Donna ISD	4,622	467	10.1
Edcouch-Elsa ISD	3,298	193	5.9
Edinburg ISD	9,915	513	5.2
Hidalgo ISD	1,005	273	27.2
La Joya ISD	2,719	389	14.3
LaVilla ISD	500	11	2.2

Table 1 (Continued).--Number and Percentage of Mexican Immigrant/Alien Students Enrolled in Texas Border School Districts During the 1st Quarter of 1975-76*

County District	Enrollment 1st Quarter	Number of Immigrant/ Aliens	Percent of Immigrant/ Aliens
McAllen ISD	14,346	1,759	12.3
Mercedes ISD	3,945	283	7.2
Mission ISD	6,553	656	8.6
Monte Alto ISD	305	56	18.4
Pharr-San Juan-Alamo ISD	11,593	956	8.2
Progreso ISD	472	112	23.7
Sharyland ISD	1,317	117	8.9
Valley View CSD	185	5	2.7
Weslaco ISD	7,200	469	6.5
Hudspeth			
Allamore CSD	5	0	0
Dell City ISD	372	58	15.6
Ft. Hancock ISD	252	66	26.2
Sierra Blanca ISD	165	0	0
Kinney			
Brackett ISD	604	63	10.4
Maverick			
Eagle Pass ISD	7,078	1,477	20.9
Presidio			
Candelaria CSD	12	0	0
Marfa ISD	694	7	1.0
Presidio ISD	545	112	20.6
Ruidosa CSD	13	0	0
Starr			
Rio Grande City ISD	4,210	455	10.8
Roma ISD	2,847	606	21.3
San Isidro ISD	398	16	4.0

Table 1 (Continued).--Number and Percentage of Mexican Immigrant/Alien Students Enrolled in Texas Border School Districts During the 1st Quarter of 1975-76*

County District	Enrollment 1st Quarter	Number of Immigrant/ Aliens	Percent of Immigrant/ Aliens
Terrell			
Terrell County ISD	381	2	.5
Val Verde			
Comstock ISD	114	12	10.5
Juno CSD	5	0	0
San Felipe-Del Rio ISD	8,724	938	10.8
Webb			
Laredo ISD	20,160	1,723	8.5
Mirando City ISD	135	12	8.9
United ISD	2,512	96	3.8
Webb Consolidated CSD	211	0	0
Zapata			
Zapata ISD	1,403	105	7.5
Grand Total	281,845	26,940	9.6

Source: Mexican Immigrant/Alien Student Study 1975-76

Table 2.--Number of Texas Border Districts and Percentage of Mexican Immigrant/Alien Students Enrolled During the First Quarter of 1975-76*

Percentage Enrolled	Number of Districts	Percent of Districts
0	9	14.7
0.1-0.9	2	3.3
1.0-1.9	1	1.6
2.0-2.9	2	3.3
3.0-3.9	2	3.3
4.0-4.9	3	4.9
5.0-5.9	5	8.2
6.0-6.9	2	3.3
7.0-7.9	4	6.5
8.0-8.9	7	11.5
9.0-10.0	2	3.3
over 10.0	22	36.1
Totals	61	100.0

*Source: Mexican Immigrant/Alien Study 1975-76

Table 3.--Enrollments of Texas Border Districts with Large Populations of Mexican Immigrant/Alien Students During the 1st Quarter of 1975-76*

School District	First Quarter Enrollment	No. of Mexican Immigrant/Aliens	% of Mexican Immigrant/Aliens
Brownsville	22,618	3,125	13.8
McAllen	14,346	1,759	12.3
San Felipe-Del Rio	8,724	938	10.8
Eagle Pass	7,048	1,477	20.9
Donna	4,622	467	10.1
Rio Grande City	4,210	455	10.8
Socorro	2,864	564	19.7
Roma	2,847	606	21.3
La Joya	2,719	389	14.3
Canutillo	1,825	280	15.3
Fabens	1,632	187	11.5
Hidalgo	1,005	273	27.2
Clint	807	87	10.8
Brackett	604	63	10.4
Presidio	545	112	20.6
Progreso	472	112	23.7
Dell City	372	58	15.6
Tornillo	312	69	22.1
Monte Alto	305	56	18.4
Santa Maria	290	56	19.3

Table 3 (Continued).--Enrollments of Texas Border Districts with Large Populations of Mexican Immigrant/Alien Students During the 1st Quarter of 1975-76*

School District	First Quarter Enrollment	No. of Mexican Immigrant/Aliens	% of Mexican Immigrant/Aliens
Ft. Hancock	252	66	26.2
Comstock	114	12	10.5
Totals	78,563	11,211	14.3

*Source: Mexican Immigrant/Alien Study 1975-76

The Brownsville, McAllen, and Eagle Pass School Districts had the largest numbers of immigrant/alien students: 3,125 (13.8%), 1,759 (12.3%), and 1,477 (20.9%) respectively, while all others had from 12 (10.5%) at Comstock to 606 (21.3%) at Roma.

Superintendents' interviews were conducted by Hensley in each of these 23 school districts to determine their perception of the impact of the enrollment of the Mexican immigrant/alien students on the broad areas of funding, personnel, and educational programming. The results, along with other collected school data, were then used by him in an attempt to answer the following basic research questions:

1. How much estimated square footage of building space was required to meet the educational needs of the Mexican immigrant/alien students during the first quarter of the 1975-76 school year?

2. In areas having large populations of Mexican immigrant/alien students during the first quarter of 1975-76,

how much funding was required to meet the educational needs of these students?

3. How did the programmatic needs of the Mexican immigrant/alien student differ from the non-immigrant student during the first quarter of the 1975-76 school year?

4. What specialized staffing was needed in school districts with large Mexican immigrant/alien student populations during the first quarter of the 1975-76 school year?

His findings, relative to these questions, are summarized below:

Very little specific information was gathered regarding questions on the estimated square footage of building space and the amount of funding required to meet the educational needs of Mexican immigrant/alien students. The superintendents interviewed indicated that building space required was a part of the funding question and could not be separated easily.

It appeared from the responses that building space needs and funding could be calculated on the basis of the percentage of Mexican immigrant/alien students enrolled. However, some exceptions to this type of calculation were noted. Since most of the Mexican immigrant/alien students were classified as poor according to federal guidelines, more special programs were necessary which required more space. Likewise, an increase in local funding was necessary to accommodate those students needing special services.

Two basic research questions were answered regarding the programmatic impact of large populations of Mexican immigrant/alien students. The need of these students differed very little from the non-immigrant alien student in the primary grades. This small difference, if any, was the result of the mandatory state bilingual program.

Summary

The fact that large numbers of Mexican immigrant/alien students are enrolled in the public schools of Texas has been documented by a Texas Education Agency study (1) which revealed that approximately 45,000 such students were enrolled during the 1975-76 school year, and, that

approximately 26% or 27,400 had been enrolled in Texas schools for less than one year. This significant trend was further analyzed by a second study by Hensley (2).

He found that approximately 60% or 27,000 of these students in the state were enrolled in the 61 school districts which are adjacent to the U.S.-Mexico border. And, that a high percentage of such students have a negative inpact on the receiving districts in the areas of funding personnel and educational programming.

CHAPTER II

PURPOSE, NEED, RESEARCH QUESTIONS, AND PROCEDURES OF THE STUDY

Purpose of the Study

The purpose of this study was to conduct an indepth case study of a typical school district with a high enrollment of Mexican immigrant/alien students for the purposes of identifying the impact that their enrollment has on funding, personnel, space utilization, and educational programming.

Need for the Study

The previously identified studies conducted by the Texas Education Agency and Hensley have documented the fact that: (1) Large numbers of Mexican immigrant/alien students are enrolled in the public schools of Texas; and, (2) Their enrollment has a significant impact on some of the school systems in which they are enrolled. Neither study, however, documented the specific impact that large numbers of such students do in fact have on a school system.

Hensley found that large numbers of them have a negative impact on a school district in the broad areas of funding, personnel, space utilization, and educational programming. Due to the comprehensive design of his study, however, he did not determine the specific impact in each area.

One of his major recommendations, therefore, was that indepth case studies of individual school districts with high enrollments of Mexican immigrant/alien students be conducted to determine more specifically the impact that such students have on school districts. And, on October 8, 1976, Dr. M. L. Brockette, Commissioner of Education, submitted to the State Board of Education Committee on Accountability, Assessment, and Evaluation a plan of action to implement the directions of the State Board of Education concerning the problems that were identified through Hensley's study. Included in this plan was the following:

> Authorize and provide funding for an indepth case study of one typical school district involved in the problem of immigrant/alien students as well as conducting a statewide survey again after the original survey was conducted. (3)

This study, the need for which was documented by Hensley, is a direct response to Commissioner Brockette's approved plan.

Research Questions

The conclusions reached by Hensley regarding the negative impact that large numbers of immigrant/alien students have on funding, space, personnel, and programming were based primarily upon the opinions and assumptions of school superintendents. This study, therefore, was designed to collect and analyze empirical data as well as personal opinion data relative to the following five basic questions:

1. What is the status of the Mexican immigrant/alien student enrollment in a typical school district during the first quarter of the 1976-77 school year?

2. Are the educational needs of Mexican immigrant/alien students affecting building space utilization and building requirements of the district? If so, how?

3. Are the Mexican immigrant/alien students affecting educational programming in the district? If so, how?

4. Are the Mexican immigrant/alien students affecting the financial capability of the district? If so, how?

5. Are the Mexican immigrant/alien students affecting the staffing needs of the district? if so, how?

Each of the questions obviously relates directly to funding. The intent of the study, however, was to attempt to show exactly how, for example, that the number of and specific needs of the immigrant/alien students caused a shortage of school building space; a shortage of qualified staff; programs different from those needed by non-immigrant/alien students; or, a burden on the local school tax base.

Definition of Terms

Mexican Immigrant/Alien - a person from Mexico who comes to the United States to take up permanent residence, or a Mexico-born resident who has not been naturalized and is still a citizen of Mexico.

Average daily attendance (ADA) - the aggregate days attendance of a given school district during a reporting period, divided by the number of days school is in session during that period.

Wealth of district - the total real and personal value of a school district that is utilized in computing a tax base for a school district in Texas.

Per capita wealth - the wealth of a school district divided by the ADA of the district.

Limitations of the Study

The findings of this study were subject to the following limitations:

1. The study was limited to one Texas public school district.
2. The study was limited to the considerations of enrollments during the first quarter of the 1975-76 and 1976-77 school years.
3. The study was limited to the existing conditions during the first quarter of the 1976-77 school year.
4. The study was limited to the existing school accounting procedures in determining program costs.

Assumptions

The following basic assumptions were accepted as the framework within which this study was conducted:

1. The impact of students from Mexico upon a school district was an area of concern in which research was needed.
2. Adequate funding, programs, building space, and personnel were pertinent to good education.
3. Data reported in previous studies by the Texas Education Agency and Hensley were accurate.
4. Data submitted by the school district were accurate.
5. The educational needs of students entering from Mexico and their impact on a school district are different from students entering from other areas within the United States.

Procedures of the Study

Selecting the District

Since the intent of the study was to examine the impact that a large number of Mexican immigrant/alien students has on a "typical" school district the decision was made that the district selected should be one of the 22 border school districts, which had the greatest percentages of immigrant/alien students, included in Hensley's study. Three additional variables were also selected, however, as criteria for determining the most "typical" of the 22 districts. The variables selected were:

1. Total enrollment at the end of the first quarter of the 1975-76 school year.
2. Number of Mexican immigrant/alien students enrolled at the end of the first quarter of the 1975-76 school year.
3. Market value per student in average daily attendance (ADA) for the 1975-76 school year.

"Typical" for the purpose of this study was then defined as the district, of the 22, nearest the mean on these three variables. Shown in Table 4 are the means for the variables as calculated for each of the 22 districts. As indicated the mean first quarter enrollment was 3,751; the mean of the number of Mexican immigrant/alien students enrolled was 510; and, the mean market value per ADA was $48,018. The statewide mean market value per ADA for that same period was $63,762 with only four of the 22 districts having higher market values: Clint ($121,708), Brackett

($102,827), Ft. Hancock ($131,988), and Comstock ($168,150). The market value per ADA ranged from $14,529 at Donna to $168,150 at Comstock.

First quarter enrollments ranged from 114 at Comstock to 22,618 at Brownsville with 10 of the 22 school districts having less than 1,000 enrollment. The number of Mexican immigrant/aliens, moreover, ranged from 12 at Comstock to 3,125 at Brownsville, with 10 of the 22 districts having less than 115 immigrant/aliens.

The ranking by school district of first quarter enrollments of the 22 districts in relation to the group mean are shown in Table 5. As indicated the mean enrollment was 3,571, and; Rio Grande City was the district nearest with an enrollment of 4,210 followed by Socorro (2,864), Roma (2,847), and La Joya (2,719).

The ranking of the number of Mexican immigrant/alien students enrolled in relation to the group mean in each of the 22 districts is shown in Table 6. As shown, Donna was nearest the group mean of 510 with 467 immigrant/alien students followed by Socorro (564), Rio Grande City (455), and Roma (606).

And, the ranking of each of the 22 districts based on market value per ADA is shown in Table 7. As shown, Dell City was nearest the group mean of $48,018 with $48,168 followed by La Joya ($50,156), Rio Grande City ($41,331), and Monte Alto ($60,892).

The Rio Grande City Independent School District was the only district ranking in the top four on each of the three variables (one for first quarter enrollment, three for number of Mexican immigrant/alien students enrolled, and three for market value per ADA); and, was selected as, therefore, the "typical" school district for the purpose of this study.

Table 4.--Enrollments and Wealth of Texas Border Districts with Large Populations of Mexican Immigrant/Alien Students During the 1st Quarter of 1975-76*

School District	First Quarter Enrollment	No. of Mexican Immigrant/Aliens	Market Value Per ADA
Brownsville	22,618	3,125	$ 23,427
McAllen	14,346	1,759	26,330
San Felipe-Del Rio	8,724	938	25,928
Eagle Pass	7,048	1,477	29,473
Donna	4,622	467	14,529
Rio Grande City	4,210	455	41,331
Socorro	2,864	564	18,478
Roma	2,847	606	24,970
La Joya	2,719	389	50,156
Canutillo	1,825	280	33,392
Fabens	1,632	187	16,853
Hidalgo	1,005	273	22,038
Clint	807	87	121,708
Brackett	604	63	102,827
Presidio	545	112	19,221
Progreso	472	112	23,789
Dell City	372	58	48,168
Tornillo	312	69	32,703
Monte Alto	305	56	60,892
Santa Maria	290	56	20,059

Table 4 (Continued).--Enrollments and Wealth of Texas Border Districts with large Populations of Mexican Immigrant/Alien Students During the 1st Quarter of 1975-76*

School District	First Quarter Enrollment	No. of Mexican Immigrant/Aliens	Market Value Per ADA
Ft. Hancock	252	66	$ 131,988
Comstock	114	12	168,150
	78,563	11,211	$1,056,410
Mean	3,571	510	$48,018

*Source: Mexican Immigrant/Alien Study 1975-76

Table 5.--First Quarter Enrollments and Rankings From The Group Mean for Each of The 22 Districts*

School District	First Quarter Enrollment	Ranking From Group Mean
Brownsville	22,618	22
McAllen	14,346	21
San Felipe-Del Rio	8,724	20
Eagle Pass	7,048	19
Donna	4,622	5
Rio Grande City	4,210	1
Socorro	2,864	2

Table 5 (Continued).--First Quarter Enrollments and Rankings from the Group Mean for Each of the 22 Districts*

School District	First Quarter Enrollment	Ranking From Group Mean
Roma	2,847	3
La Joya	2,719	4
Canutillo	1,825	6
Fabens	1,632	7
Hidalgo	1,005	8
Clint	807	9
Brackett	604	10
Presidio	545	11
Progreso	472	12
Dell City	372	13
Tornillo	312	14
Monte Alto	305	15
Santa Maria	290	16
Ft. Hancock	252	17
Comstock	114	18
Mean	3,571	

*Source: Mexican Immigrant/Alien Study 1975-76

Table 6.--Numbers of Mexican Immigrant/Alien Students Enrolled and Rankings from the Group Mean for Each of the 22 Districts*

School District	No. of Mexican Immigrant/Aliens	Ranking From Group Mean
Brownsville	3,125	22
McAllen	1,759	21
San Felipe-Del Rio	938	12
Eagle Pass	1,477	20
Donna	467	1
Rio Grande City	455	3
Socorro	564	2
Roma	606	4
La Joya	389	5
Canutillo	280	6
Fabens	187	8
Hidalgo	273	7
Clint	87	11
Brackett	63	15
Presidio	112	9
Progreso	112	9
Dell City	58	16
Tornillo	69	13
Monte Alto	56	17
Santa Maria	56	17

Table 6 (Continued).--Numbers of Mexican Immigrant/Alien Students Enrolled and Rankings From The Group Mean for Each of The 22 Districts*

School District	No. of Mexican Immigrant/Aliens	Ranking From Group Mean
Ft. Hancock	66	14
Comstock	12	19
Mean	510	

*Source: Mexican Immigrant/Alien Study 1975-76

Table 7.--Market Value Per ADA and Rankings From The Group Mean for Each of The 22 Districts*

School District	Market Value Per ADA	Raking From Group Mean
Brownsville	$ 23,427	13
McAllen	26,330	8
San Felipe-Del Rio	25,928	9
Eagle Pass	29,473	7
Donna	14,529	18
Rio Grande City	41,331	3
Socorro	18,478	16
Roma	24,970	11
La Joya	50,156	2

Table 7 (Continued).--Market Value Per ADA and Rankings From The Group Mean for Each of The 22 Districts*

School District	Market Value Per ADA	Ranking From Group Mean
Canutillo	$ 33,392	5
Fabens	16,853	17
Hidalgo	22,038	14
Clint	121,708	20
Brackett	102,827	19
Presidio	19,221	15
Progreso	23,789	12
Dell City	48,168	1
Tornillo	32,703	6
Monte Alto	60,892	4
Santa Maria	20,059	10
Ft. Hancock	131,988	21
Comstock	168,150	22
Mean	$48,018	

*Source: Mexican Immigrant/Alien Study 1975-76

Data Collection

Rio Grande City Superintendent A. E. Garcia was contacted in late October to discuss the intentions of the study and to seek his approval and cooperation for including Rio Grande City in the study. His reaction to the proposal was one of total support recognizing that a problem did exist and that he and his staff would cooperate in any way possible to aid in seeking a solution to the problem.

A conference was subsequently held in Rio Grande City on November 5, 1976, with Superintendent Garcia, his administrative staff, and Jim Hensley of Region I Education Service Center, for the purpose of discussing in detail the purpose of the study and proposed procedures for conducting it.

It was agreed that some of the data should be of the same type as that collected by Hensley so that the status of the enrollment of Mexican immigrant/alien students in the 1976-77 school year could be compared with the 1975-76 school year.

The data described below, therefore, which was collected by Hensley in 1975-76 was also collected for the purposes of this study:

1. The number of students born in Mexico and enrolled in the Rio Grande City Schools at the end of the first quarter of the 1976-77 school year;
2. The age of each student identified in 1.
3. The number of years each Mexican immigrant/alien student had been enrolled in the district;
4. The grade to which each Mexican immigrant/alien student was assigned; and,

5. Whether or not the Mexican immigrant/alien student participated in the free lunch program.

In addition, moreover, the following data not included in Hensley's study, was also collected on each Mexican immigrant/alien student:

1. Whether or not the student lives with a parent or guardian;
2. A teacher's assessment of each student's English-speaking ability; and,
3. Whether or not the student was assigned to a special program.

This additional data was secured in order to provide more background information on the immigrant/alien students. The data from item one was obtained to verify whether or not entire families were immigrating or if Mexican children were being placed with resident guardians to qualify them for school entrance.

The English-speaking ability of the immigrant/alien students (item 2) was sought because of the program implications. Non-English speaking students should place distinctive needs on educational programming and staffing needs.

The placement of immigrant/alien students in special programs (item 3) should have implications for staffing, educational programming, and funding.

The data collection form used in this phase of the study is enclosed as Appendix A.

Questionnaires were constructed to gather data to be used in determining both building and program capacity for each school building in the district, and, are enclosed as Appendix B.

This data was collected to answer the basic question pertaining to space utilization as a consequence of the enrollment of immigrant/alien

students. To determine the impact of their enrollment on space utilization, building capacities must be calculated to determine if overcrowding is occurring. Also, building capacity is a function of program capacity in that the ways that students are grouped for instruction (program) determines building student capacity. In designing the instruments, advice was solicited from the Support Services Division of the Texas Education Agency, administrative staff members of the Austin ISD, and an architect whose firm is involved extensively in the designing of school buildings. It soon became apparent, however, that no standard procedure is accepted as being "the way" to determine building capacity. The group of technical advisors did agree, however, on an elementary and junior-senior high school level approach to be used for the purposes of this study.

The agreed upon approach for determining a building's student capacity, at the elementary level, was to compile the number of available regular instructional spaces and multiply this number by 25 (which represents an average or typical elementary class size). For example, in an elementary building which contains ten regular instructional spaces the student capacity would be 10 x 25 or 250 students. Additional building spaces such as a cafeteria, library, offices, and music rooms, are not counted in determining the building capacity as these spaces are designed to serve all students for purposes other than regular classroom instruction.

The program capacity of an elementary school building, moreover, was determined by deleting the number of regular instructional spaces which were used for special small group purposes from the total number of spaces

available. For example, if in the above mentioned hypothetical school building one of the 10 regular teaching spaces is used by a resource teacher who typically works with smaller numbers of students who come intermittently from other regular classes, the number of spaces available is reduced by one and the program capacity becomes 9 times 25 or 225. The building capacity and program capacity may be different figures, therefore, depending upon how the instructional spaces are utilized.

The method for determining capacities at the junior high and senior high levels is by necessity different from the elementary level in that instructional spaces are categorized into three groupings: regular instructional spaces, vocational instructional spaces, and laboratory instructional spaces. These distinct groupings were made because of the fact that secondary class sizes vary between different subject areas.

The regular instructional spaces include those used for instruction in the basic academic subjects such as: Social studies, mathematics, English-language arts, health education, and modern foreign languages. Thirty students were considered an average class size in each of these instructional areas.

Laboratory spaces, moreover, are those designed for courses typically taught through a laboratory approach, such as: Home economics, biology, chemistry, physics, and business courses. Twenty-five students were considered an average class size in each of the laboratory areas.

Vocational, the third category of secondary instructional space, includes those areas designed for special vocational programs which usually require the installation of specialized machinery and equipment. These areas include such subjects as: Auto mechanics, data-processing, refrigeration,

building trades, and agriculture. Twenty students were considered an average size for vocational courses.

Therefore, the building capacity of a high school building with 10 regular instructional spaces, four laboratory spaces, and three vocational spaces would be determined by multiplying 10 by 30, 4 by 25, and 3 by 20; and, adding the products of 300 + 100 + 60 for a total capacity of 460. This figure, however, represents 100% utilization, or classes being assigned to each instructional space for each period during the school day, which is typically unrealistic. A utilization factor of 80% was considered more realistic by the technical advisors; therefore, in this example the realistic building capacity would be 368 (460x80%).

The same procedure used at the elementary level to determine program capacity was also used for the secondary schools.

Interview instruments were developed and administered to a sample of the Rio Grande City School staff for the purpose of determining staff members' perceptions about the impact that Mexican immigrant/alien students are having on the Rio Grande City schools. These instruments are enclosed as Appendix C . Interviews were conducted in the district on December 14 and 15, 1976, with a sampling of the staff representing the central office; elementary, junior high and senior high principals; counselors; and elementary, junior high, and senior high teachers.

Summary

The primary purpose of this study was to determine what, if any, impact a high enrollment of Mexican immigrant/alien students has on the

funding, personnel needs, space utilization, and educational programming of a typical school district.

The need for it was well documented in both the Texas Education Agency (1) and Hensley (2) studies; and, the wherewithal to conduct it provided by Commissioner Brockette's approved plan (3).

The Rio Grande City Independent School District, therefore, was selected, for the purposes of the study, as a typical school district involved in the problem of Mexican immigrant/alien students.

Questionnaires were developed to gather empirical and staff opinions data for determining the status of the enrollment of Mexican immigrant/students in the Rio Grande City Schools during the 1976-77 school year, and, to determine the impact of their enrollment on space utilization, educational programming, staffing and funding.

CHAPTER III

THE RIO GRANDE CITY INDEPENDENT SCHOOL DISTRICT

Geographical Location

The Rio Grande City Independent School District is located in Starr County, Texas, on the banks of the Rio Grande River, the boundary between the United States and Mexico. The district is approximately one hundred miles south of Laredo and one hundred miles north of Brownsville. The sprawling sparsely populated district contains approximately four hundred square miles and serves the townships of Rio Grande City, Grulla, and La Casita - Garciasville (La Union) with Rio Grande City being the County Seat of Starr County.

The district boundary line coincides with the U.S.-Mexico border for twenty-two miles with Rio Grande City being the only port of entry between the two countries. An international bridge and related customs and immigration agencies are located in Rio Grande City. The Mexican township of Camargo adjoins Rio Grande City across the Rio Grande River.

Social and Economic Background

The culture of the residents of the Rio Grande City ISD is strongly influenced by the culture of Mexico. The population is 99% Mexican/American and the predominant language spoken by the population is Spanish. School records indicate that 99% of the student population and 99% of the school staff are Mexican/American. School officials indicate that a large percentage of the district's staff members are life-long residents

of the area. Many have grown up in the district and returned after obtaining college degrees.

School records indicate that a large number of students in the district are of limited English-speaking ability. A survey completed by the district in March of 1976 and reported to the Texas Education Agency indicated a total of 3,063 students in grades kindergarten through twelve who were classified as being of limited English-speaking ability. This number represented approximately 78% of the total enrollment.

The per pupil wealth of the Rio Grande City district is well below the state mean. The Texas Education Agency Market Value Compilation of May, 1976, revealed a district per pupil wealth of $41,331. The state mean was $63,762. Of the 1,095 districts listed in the compilation, Rio Grande City ISD was in the lower quarter. Comparatively speaking, the Rio Grande City School District is poor and must place a much heavier tax burden on residents to offer programs equal to those in wealthier districts.

The school system itself is the largest industry in the district as it employs more people than any other single business or industry. The major sources of local tax revenues are oil companies who have holdings in the northern part of the district and several large vegetable farms. Farming enterprises represent employment for a majority of the population and due to the peculiarities of farm labor, a large number of the population migrates annually to take advantage of farm labor opportunities in other states before returning home to begin a new migratory cycle. This pattern has been engendered for generations, thus possibly creating a lower educational level for many of the residents. School officials

indicate that a large number of residents live in substandard housing and exist at the poverty level.

County officials indicate that many of the residents of Starr County receive welfare, food stamps, unemployment checks, and other governmental aid. These statements are substantiated by the following supporting data compiled by the County (4):

Family Income

Total number of families	3,339
Total number of families with income less than $3,000	2,384
Percent of all families with income less than $3,000	71.4%
Families with income less than $1,000	1,005
Families with income from $1,000 to $1,999	949
Families with income from $2,000 to $2,999	430

Unemployment

Males 14 and over in civilian labor force	3,002
Percent of such males who are unemployed	13.8%
Females 14 and over in civilian labor force	1,348
Percent of such females who are unemployed	13.8%

School officials perceive that the social and economic problems of the district are compounded by a continuous influx of Spanish-speaking immigrants from Mexico. Most of the immigrants come as laborers in search of employment in the fields of agriculture. Their salaries are meager and in most cases insufficient to make a comfortable living even though better

than what they were making in Mexico. All are very poor and will reside with friends or relatives or move into existing substandard housing; thereby having no effect upon the tax base of the district. All speak Spanish as a first language and it is conservatively estimated that 85% speak no English.

This continuous influx of poor people maintains a high level of poverty in the district. School officials perceive that this cycle will continue because, historically, most of the immigrants tend to move away from the district as soon as they and their children learn enough English to work in other parts of the country where Spanish is not spoken. When they move away they leave their places to new immigrants. This cycle has perpetuated itself for over half a century and school officials expect the cycle to continue.

As the immigrant families enter from Mexico, one of their first actions is to enroll their children in the public schools. Generally, the immigrants place a high priority on the education of their children and in most cases education is one of the primary reasons for their immigrating. School officials indicate that determining eligibility for enrollment is often a complex matter. Many unusual circumstances exist which further complicate an already tenuous procedure. Immigration laws and practices have allowed conditions where within a typical immigrant family, one parent might be an American citizen and none of the children, or some of the children might have been born in the U.S. but others in Mexico. It seems that in many cases the border is a very nebulous entity and many people move about between the two countries forgetting that a

division exists. Needless to say, this situation has created real problems for school officials in determining eligibility.

Within the framework of existing legislation, these documents are required before the students are enrolled:

(1) Alien Registration Form I1-51 which is issued by immigration officials or the American Consulate in Monterrey, Mexico. Proof of adequate income is supposedly a prerequisite to the issuance of this form.

(2) Proof of Residency. Within the confines of existing legislation residency can be verified in two ways. If the children are residing with a parent, then the parent must present proof of residency within the district. If the children are residing with a resident guardian, then necessary guardianship documents must be presented. The guardianship procedure involves legal processes which generally cost the immigrant from $200 to $500. In either case, the school district will then verify residency through home visits by visiting teachers or community aides.

(3) Immunization Records. The same immunizations are required for immigrant students as any other student as prescribed by state law. School officials indicate that the health of immigrant students is generally good.

School officials indicate that at least fifty families are turned away annually because of inadequate documentation. Some return with required documents, usually after months have passed, and in the interim time the

students are out of school which further compounds their educational problems. However, the majority of those turned away never return. When asked what happens to them one school official remarked, "they are probably still here, illegally, and working in the fields."

Once the students are legally admitted efforts are made to place them into as appropriate of programs as possible. The great majority of these students speak no English and have no school records from Mexican schools with them. Whenever possible, the students are assigned to classes according to age. This is especially true of the younger children.

Students of high school age who speak no English are generally placed in the seventh or eighth grades to hopefully pick up some English prior to entering high school. School officials contend that these students are generally well below the achievement level of their peer groups. This is true with one exception; the immigrant students generally have equivalent achievement levels in mathematics computation.

As previously stated, the immigrant families are very poor which often creates additional problems for the schools in providing the everyday necessities. The general attitude of the school staff is that these youngsters are our students too and we must do what we can to provide for them. All are on the free lunch program and all are provided breakfast through the utilization of federal program funds. Many have inadequate clothing and the schools do their best in providing the essentials. Through the combined efforts of the school and other community agencies many are provided required medical services.

Enrollment History of the Rio Grande City ISD

The total school enrollment (Grades K-12) of the Rio Grande City ISD has increased during the past five years. Enrollment data as of the second week of October, reported in Table 8, indicates a fairly stable enrollment from the 1971-72 school year (3,509) to the 1974-75 (3,642) school year. An enrollment increase of 8.6% (314), however, was reported for the 1975-76 school year. District records indicate that at the end of the first quarter of the 1975-76 school year 125 of the 455 Mexican immigrant/alien students were enrolled for their first year in the Rio Grande City Schools. This means that approximately 40% of the enrollment increase reflected for the 1975-76 school year is attributable to the enrollment of Mexican immigrant/alien students.

Table 8.--Enrollment History of the Rio Grande City ISD

School Year	Enrollment	Percentage of Increase/Decrease
1971-72	3,509	
1972-73	3,635	+3.6%
1973-74	3,681	+1.3%
1974-75	3,642	-1.1%
1975-76	3,956	8.6%

Mexican Immigrant/Alien Student Enrollment for the 1975-76 School Year

The Rio Grande City School District houses its students on nine school campuses. The largest complex, located near the center of Rio Grande City, contains four school campuses; Rio Grande City High School, Ringgold Junior High School, Ringgold Intermediate, and Ringgold Primary. A unique feature of these campuses is that they are housed in a refurbished army fort, Fort Ringgold.

North Grammar and Guerra Elementary are located on the outskirts of Rio Grande City. Grulla Elementary and Grulla Junior High are located in the township of Grulla which is approximately thirty miles from Rio Grande City. La Union Elementary is located in the area of Garciasville which is located approximately 20 miles from Rio Grande City.

The total enrollment of the Rio Grande City School District at the end of the first quarter of the 1975-76 school year was 3,956. Of this number, 455 were classified as being Mexican immigrant/alien students. These students were assigned to grades as shown in Table 9. As shown in the table approximately 16% of the students were enrolled in grades 9 through 12.

The ages of the Mexican immigrant/alien students, as shown in Table 10, indicates that approximately 40% of the students were fourteen or older and assuming that students in this age classification should be assigned to grades 9 through twelve, a comparison of the data in Tables 9 and 10 indicates that of the 40% of these students who were of high school age, only 16% were so assigned. Further comparisons of the data tend to support the statement that typically, the Mexican immigrant/alien students are assigned to grades well below their age level.

Table 9.--Grade Level of Mexican Immigrant/Alien Students Enrolled in The Rio Grande City ISD During The First Quarter of 1975-76*

Grade	Number of Mexican Immigrant/Aliens	Percentage
Special Education	2	0.4
K	23	5.1
1	32	7.0
2	40	8.8
3	52	11.4
4	45	9.9
5	47	10.3
6	49	10.8
7	36	7.9
8	56	12.3
9	27	5.9
10	19	4.2
11	20	4.4
12	7	1.6
Total	455	100.0

*Source: Mexican Immigrant/Alien Student Study 1975-76

Table 10.--Age of Mexican Immigrant/Alien Students Enrolled in The Rio Grande City ISD During The 1st Quarter of 1975-76*

Age	Number of Mexican Immigrant/Aliens	Percentage
5	5	1.1
6	11	2.4
7	25	5.5
8	35	7.7
9	42	9.2
10	35	7.7
11	33	7.3
12	47	10.3
13	39	8.6
14	52	11.4
15	44	9.7
16	23	5.1
17	25	5.5
18	14	3.1
10	17	3.7
20	7	1.5
21	1	0.2
Total	455	100.0

*Source: Mexican Immigrant/Alien Student Study 1975-76

Table 11 indicates the number of years each of the Mexican immigrant/alien students had been enrolled in the Rio Grande City Schools as of the end of the first quarter of the 1975-76 school year. Approximately 27% (125) were enrolled for the first year and 65% (294) had been enrolled for three years or less.

Table 11.--Number of Years Mexican Immigrant/Alien Students Were Enrolled in Rio Grande City ISD During The First Quarter of 1975-76*

Year	Number of Mexican Immigrant/Aliens	Percentage
1	125	27.5
2	89	19.6
3	80	17.6
4	40	8.8
5	33	7.3
6	27	5.9
7	19	4.2
8	19	4.2
9	7	1.5
10	4	0.9
11	6	1.3
12	6	1.3
Total	455	100.0

*Source: Mexican Immigrant/Alien Study 1975-76

Table 12 indicates the number of Mexican immigrant/alien students who were participating in the free lunch program as of the end of the first quarter of the 1975-76 school year. As shown in the table, approximately 96% were participating. School officials indicate that the approximate 4% not participating are students from Mexico who are attending Rio Grande City Schools on a tuition basis. These students are generally from well-to-do Mexican families and are not qualified for the free lunch program.

Table 12.--Free Lunch Participation by Mexican Immigrant/Alien Students Enrolled in The Rio Grande City ISD During The First Quarter of 1975-76*

Participation	Number of Students	Percent of Students
Yes	438	96.3
No	17	3.7
Total	455	100.0

*Source: Mexican Immigrant/Alien Study 1975-76

Summary

The Rio Grande City ISD includes a sprawling sparsely populated area of approximately four hundred square miles. The somewhat isolated district is located on the banks of the Rio Grande River and contains a population whose culture is strongly influenced by the culture of Mexico. The

population is 99% Mexican-American and Spanish is the predominant language. The great percentage of the inhabitants work as farm laborers on the many vegetable farms in the region. A large number of the population exists at the poverty level with a high percentage of unemployment.

The school district is comparatively poor with a per pupil wealth that is well below the state mean. This means a heavier tax burden for local residents, many of whom are existing at the poverty level.

The problems of the district are being compounded by the influx of large numbers of Mexican immigrant/aliens. A total district enrollment of 3,956 at the end of the first quarter of the 1975-76 school year included 455 Mexican immigrant/alien students. These students are typically from very poor families and speak little, if any, English.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF STATUS DATA

Introduction

Data analysis for this study was divided into two phases: (1) ascertaining the status of the situation regarding the enrollment of Mexican immigrant/alien students in the Rio Grande City Independent School District during the 1976-77 school year; and (2) determining the impact of a large population of Mexican immigrant students upon funding, space utilization, personnel, and educational programming in the district. This chapter includes the findings of the status portion of the study, and, chapter V consists of the findings of the impact.

Methods of Analysis

Two methods were used in analyzing the data in this portion of the study. The first was through the use of a computer program from the University of Pittsburg called the Statistical Package for the Social Sciences (SPSS). The printouts generated by the SPSS produced the following information on Mexican immigrant/alien students enrolled in the Rio Grande City Schools during the first quarter of the 1976-77 school year:

By campus and district

1. Number enrolled
2. Number by age

3. Number by grade
4. Number by years enrolled in the district
5. Number participating in the free lunch program
6. Number living with a parent and number living with a guardian
7. Number classified good, fair, and poor with respect to English-speaking proficiency

The second method was by manual tabulation and comparisons of the data collected for the 1976-77 school year and the same data collected for the 1975-76 school year.

Shown in Tables 13 through 20 is the data generated by these methods.

Data from the Status Study

A comparison of enrollment data in grades kindergarten through twelve for the Rio Grande City Schools during the first quarter of the 1975-76 and 1976-77 school years is shown in Table 13. The number of Mexican immigrant/alien students increased from 455 in 1975-76 to 505 in 1976-77 while the total enrollment of the district increased from 3,956 to 4,082. The percentage of immigrant/alien enrollment increased from 11.5% to 12.4%. Of the total enrollment increase of 126 students, 50 were immigrant/aliens.

The number and percentage of Mexican immigrant/alien students enrolled by age in the Rio Grande City Schools during the first quarter of 1976-77, as shown in Table 14, indicates that 30% of the immigrant/alien students were younger than 11 years of age. If the students were on grade level, according to age, it would appear that thirty percent would be assigned to grades kindergarten through five.

Table 13.--A Comparison of 1st Quarter Enrollment Data for 1975-76 and 1976-77 in the Rio Grande City Schools

	1975-76		1976-77	
Grade	Enrollment	Number of Immigrant/Aliens	Enrollment	Number of Immigrant/Aliens
Special Ed.	0	2	0	1
K	293	23	283	16
1	321	32	320	33
2	[illegible]	40	325	35
3	296	52	313	48
4	314	45	288	60
5	318	47	327	55
6	334	49	303	59
7	343	36	353	56
8	321	56	341	53
9	320	27	343	37
10	282	19	271	19
11	253	20	245	16
12	211	7	207	17
Total	3,956	455 (11.5%)	4,082	505 (12.4%)

Table 14.--Age of Mexican Immigrant/Alien Students Enrolled in the Rio Grande City Schools During the 1st Quarter of 1976-77

Age	Number of Mexican Immigrant/Aliens	Percentage
5	1	0.2
6	11	2.2
7	16	3.2
8	29	5.7
9	48	9.5
10	47	9.3
11	44	8.7
12	49	9.7
13	55	10.9
14	50	9.9
15	47	9.3
16	43	8.5
17	20	4.0
18	26	5.1
19	8	1.6
20	6	1.2
21	5	1.0
Total	505	100.0

The number and percentage of Mexican immigrant/alien students enrolled by grade level in the Rio Grande City Schools during the first quarter of 1976-77, as shown in Table 15, indicates that approximately fifty percent of the students were assigned to grades kindergarten through five. Comparing the results of Tables 14 and 15 provides an indication that Mexican immigrant/alien students are placed well below grade level according to age.

Table 16 indicates the number and percentage of Mexican immigrant/alien students enrolled by the number of years those students had been enrolled in the Rio Grande City Schools during the first quarter of 1976-77. Nearly 60% (300) had been enrolled four years or less. Fifty-five or approximately 11% of the immigrant/aliens were enrolled for their first year in the Rio Grande City Schools. A comparison of the data in Tables 13 and 16 indicates that only five of the 455 immigrant/alien students enrolled during the 1975-76 school year were not enrolled during the 1976-77 school year. Further analysis of this data indicates that the number of new entries of immigrant/alien students was reduced substantially from 1975-76 to 1976-77. Of the 455 immigrant/alien students enrolled in 1975-76, 125 were enrolled for their first year; while in 1976-77, 55 of 505 were enrolled for their first year. Therefore, even though an increase in the number of immigrant/aliens did occur during 1976-77, the increase was substantially lower than the increase in 1975-76.

The number of Mexican immigrant/alien students participating in the free lunch program, shown in Table 17, represents 97% participation. This means that 97% of these students are classified as "poor" by federal standards.

Table 15.--Grade Level of Mexican Immigrant/Alien Students Enrolled in the Rio Grande City Schools During the 1st Quarter of 1976-77

Grade	Number of Mexican Immigrant/Aliens	Percentage
Special Education	1	0.2
Kindergarten	16	3.2
First	33	6.5
Second	35	6.9
Third	48	9.5
4	60	11.9
5	55	10.9
6	59	11.7
7	56	11.1
8	53	10.5
9	37	7.3
10	19	3.8
11	16	3.2
12	17	3.4
Total	505	100.0

Table 16.--Number of Years Mexican Immigrant/Alien Students Were Enrolled in Rio Grande City Schools During the First Quarter of 1976-77

Year	Number of Mexican Immigrant/Aliens	Percentage
1	55	10.9
2	93	18.4
3	81	16.0
4	71	14.1
5	67	13.3
6	50	9.9
7	29	5.7
8	26	5.1
9	12	2.4
10	12	2.4
11	4	0.8
12	5	1.0
Total	505	100.0

The 3% not participating are non-resident Mexican students who are attending Rio Grande City Schools on a tuition basis.

Table 17.--Free Lunch Participation by Mexican Immigrant/Alien Students Enrolled in the Rio Grande City Schools During the 1st Quarter of 1976-77

Participation	Number of Students	Percent of Students
Yes	490	97%
No	15	3%
Total	505	100%

The parent or guardian status of immigrant/alien students, as shown in Table 18, reveals that approximately 98% of these students were living with at least one parent during the first quarter of the 1976-77 school year. This data disclaims the possibility that large numbers of immigrant/alien students are being placed with resident guardians for the primary purpose of enrolling them in Rio Grande City Schools.

Table 18.--Number of Immigrant/Alien Students Living with Parents and Guardians in the Rio Grande City District During the 1st Quarter of 1976-77

Living With	Number of Immigrant/Alien Students	Percent of Immigrant/Alien Students
Parent	496	98.2%
Guardian	9	1.8%
Total	505	100.0%

Table 19 represents a tabulation by age of teachers' assessments of each immigrant/alien student's ability to speak English. Teachers were asked to classify each student's English-speaking ability as good, fair, or poor with good being defined as sufficient to function in regular classes; fair as having some English-speaking ability but unable to function adequately in regular classes; and poor indicating very little or no English-speaking ability. Only ten percent (52) of the immigrant/alien students, as determined by their teachers, are proficient enough in English to function in regular classes. Forty percent or 200 of the students have very little or no English-speaking ability.

Table 19.--Classification of English-Speaking Ability of Mexican Immigrant/ Alien Students in the Rio Grande City Schools During the 1st Quarter of 1976-77

	English-Speaking Ability		
Age	Good	Fair	Poor
5			1
6			11
7		4	12
8	2	16	11
9	1	22	25
10	4	23	21
11	2	24	19
12	7	18	25
13	7	29	18
14	8	23	18
15	10	16	21
16	7	21	15
17	0	18	2
18	1	24	1
19	1	6	0
20	1	5	0
21	1	4	0
Total	52	253	200
Percent	10.3	50.1	39.6

Data was obtained for each immigrant/alien student to indicate placement in special programs. A special program was defined as any program, other than the regular educational program, which is designed to meet specific educational needs of students. The results of the tabulations, shown in Table 20, indicate that 21 immigrant/alien students are in special programs at the high school level, 48 at the junior high school level, and 342 at the elementary level.

Table 20.--Number of Immigrant/Alien Students Enrolled in Special Programs by Program in the Rio Grande City Schools During the 1st Quarter of 1976-77

School Level	Special Program	Funding Source	Number of Immigrant/Aliens Enrolled
Elementary	Remedial Reading	State and Federal	119
	Bilingual Education	State and Federal	188
	Language Learning Disabled	State	12
	Oral Language Development	State and Federal	23
	Total		342
Junior High	English as a Second Language	Federal	6
	Remedial Reading	State and Federal	36
	Special Education	State	2
	Coordinated Vocational-Academic Education	State	4
	Total		48
Senior High	Development Reading	State	21
	Total		21

A comparison of the data in Table 13 and 20 indicates that 21 of the 89 immigrant/alien students enrolled at the high school level are enrolled in special programs; 48 of the 116 immigrant/alien students enrolled at the junior high level are enrolled in special programs; and the special program enrollment (342) at the elementary level exceeds the total number (300) of immigrant/alien students indicating dual enrollment of some immigrant/alien students in special programs. School officials indicated that each immigrant/alien student enrolled in grades kindergarten through five was being served by at least one special program.

Each of the special programs is funded from state and federal sources. None of the special programs were designed and implemented as a direct consequence of the educational needs of Mexican immigrant/alien students. Each special program was implemented initially to meet the educational needs of non-immigrant/alien students.

Summary

The analysis of status data indicates that the enrollment of Mexican immigrant/alien students in the Rio Grande City Schools increased from 455 in 1975-76 to 505 in 1976-77 while the total enrollment of the district increased from 3,956 to 4,082.

Compared to normal age/grade placement most of these students were two to three years below grade level. Fifty-five of the 505 immigrant/alien students were enrolled in Rio Grande Schools for the first time in 1976-77 which represents a substantial decrease in the number of new

entries in the 1975-76 school year. An analysis of the data revealed that only 5 of the 455 immigrant/alien students enrolled during the 1975-76 school year failed to re-enroll for the 1976-77 school year which indicates a minimum degree of mobility within the group.

The data revealed that the great majority of the Mexican immigrant/alien students were classified as being poor. This interpretation was based on the fact that 97% of the immigrant/alien students were participating in the free lunch program.

Ninety-eight percent of the immigrant/alien students were residing with at least one parent which discounts the notion that resident guardianship arrangements are being made in large numbers to qualify immigrant/alien students for school enrollment.

Based on teachers' assessments of the Mexican immigrant/students' English-speaking ability, only 10% have the necessary English skills to function in regular school programs.

Each immigrant/alien student in grades kindergarten through five was assigned to at least one special program which was designed to meet specific educational needs of students apart from the regular school program. Forty-eight of the 116 immigrant/alien students enrolled at the junior high school level were assigned to special programs while 20 of the 89 at the high school level were so assigned. Each of the special programs was funded primarily with state and federal funds.

CHAPTER V

ANALYSIS AND INTERPRETATION OF IMPACT DATA

The preceding chapter presented the findings of the status of the Rio Grande City School District regarding the enrollment of Mexican immigrant/alien students. The purpose of Chapter V is to determine the impact that these students are having upon building utilization, program, personnel, and funding. The findings of this portion of the study are presented in tabular and descriptive form.

The information analyzed was obtained through questionnaires and interviews. Interview instruments, see Appendix C, were utilized to obtain staff perceptions of the impact of immigrant/alien students. Questionnaires, see Appendix B, were completed by each principal in the district to obtain the data necessary for computing building and program capacity.

Methods of Analysis

There were two methods used in analyzing the data in this portion of the study. The first was to synthesize the information gathered in the interviews with a sample of the staff of the Rio Grande City School District. The second method was to manually compile the building and program capacities for each school building in the district and to compare these compilations with enrollment data.

Data from the Staff Interviews

Semi-structured interviews were conducted with a selected sample of professional employees of the Rio Grande City Independent School District for the purpose of determining staff perceptions of the impact of Mexican immigrant/alien students on the Rio Grande City Schools. The interviews were conducted in the district on December 14 and 15, 1976.

Sampling Procedures

The superintendent of schools, administrative assistant, bilingual program director, and business manager were interviewed at the central office level. An elementary, junior and senior high school principal selected by the superintendent were also interviewed in their offices. Each principal selected a classroom teacher who was also interviewed. The teacher from the elementary school represented the first grade and the junior and senior high school teachers represented basic subjects and special programs. Also a secondary counselor selected by the superintendent was interviewed. A total of 11 staff members participated in the interviews.

Interview Instruments

The interview instruments were designed for each classification of interviewees (See Appendix C). Each instrument contained both structured and open-ended questions. A total of ten questions were included in the instrument. All questions were not presented to all interviewees.

Interview Technique

Each person interviewed had no prior knowledge of the questions to be asked. They were aware that they would be interviewed and the general nature of the study. Each interview lasted from thirty to fifty minutes.

Responses

(1) Question 1 - Do The Immigrant/Alien Students In The School Cause Over-Crowded Classroom Conditions?

The seven administrators and the counselor were asked this question. All except two responded with a definite yes. The high school principal felt that overcrowding was occurring only to a minimal degree due to the relatively small number of immigrant students in grades 9 through 12. The high school counselor concurred with the principal but all other respondents felt that without the immigrant students adequate space would be available. One additional problem mentioned by the central office staff was that the immigrant families tended to cluster in certain areas of the district which forced bussing to alleviate overcrowding in those schools. This was especially the case at La Union and North Elementary schools. The elementary and junior high school principals cited overcrowded classrooms and gave examples of first grade classrooms with 45 students and 2nd and 4th grade classrooms with 35 to 40 in each. The principals felt that they could employ additional teachers but classrooms were not available.

(2) Question 2 - Do The Immigrant/Alien Students In The Schools Cause A Negative Economic Impact?

The seven administrators and the counselor were asked this question. All respondents gave a definite yes. The primary reason given was that the immigrant families were all very poor and contributed nothing to raising the tax base of the district. They either reside with friends or relatives or move into existing substandard housing. Most come with practically nothing and the children are poorly clothed and fed. The school district feeds and clothes the younger students with existing Title I funds which were designated for other purpose.

The business manager described the situation as having to spread existing revenues to cover additional services and programs. Property assessments are being raised substantially just to meet the increased costs of existing programs. Increases in fuel costs and local fund assignment alone amounted to an increase of over $300,000.00 in the 1976-77 budget.

He indicated that the only outside revenues received by the district as a direct consequence of the enrollment of immigrant students were some migrant funds if the students come from another state, the federal lunch program, and minimum foundation funds allotted for bilingual students in grades K through 5 and per capita and operational monies allotted for students in average daily attendance. No federal program funds are allocated specifically for immigrant students but these students do participate in existing ESAA and Title I programs.

The respondents generally presented a very grim pricture of the plight of most of the immigrant families. Most are extremely poor and cannot exist without assistance from the schools and other public service agencies. Families are often separated due to poverty, and a commonroccurrence is for the father and some of the family to immigrate in search of work and a place to live while the rest of the family stays in Mexico until the father has established himself well enough to afford bringing the remainder of the family.

(3) Question 3 - Compared To the Other Students In The School How Do The Immigrant/Alien Students Differ?

This question was asked of the principals, teachers, and counselor. The seven interviewees were asked to compare the immigrant/alien students with other students in seven school-related areas. The number of responses in each of the areas was as follows:

A. Attendance	2 Better Than	0 Worse Than	5 The Same
B. Academic Achievement	1 Higher Than	4 Lower Than	2 The Same
C. Grade Placement Relative to Age	0 Higher Than	5 Lower Than	2 The Same
D. Attitudes Toward School	2 Better Than	0 Worse Than	5 The Same
E. Level of English Proficiency	0 Higher Than	7 Lower Than	0 The Same

F. Innate Intelligence 0 Higher Than 0 Lower Than 7 The Same

G. Socioeconomic Background 0 Higher Than 6 Lower Than 1 The Same

Total Respondents - 7

All respondents answered that the attendance of immigrant students was either as good as or better than that of other students. Again, the respondents indicated that the parents of these students placed a high priority on their being in school and achieving which probably accounts for their good attendance records.

The academic achievement of the immigrant students was generally described as being the same or lower than the other students even though one respondent rated the immigrant/alien students higher. All felt that achievement was related to English speaking ability and as the English proficiency increased so did the achievement. All felt that the previous educational experience of immigrant students placed them at a lower level of achievement than other students.

Grade placement relative to age was generally considered to be much lower for immigrant students. Again, this occurred primarily due to their inability to speak English. This occurrence was not as prevalent in the lower elementary grades as in the junior high and high school grades as the two elementary respondents indicated an equal comparison between the two groups.

The attitudes toward school of the immigrant students was considered to be as good as or better than that of other students.

Again, this is probably due to the attitudes of the immigrant parents toward school. Several respondents indicated the general attitude of the immigrant students tended to have a positive effect on the attitudes of other students.

The level of the immigrant students' English proficiency was considered by all respondents to be much lower than the other students. The respondents generally agreed that many of the non-immigrant students were also limited in their English-speaking ability but not as severely as the immigrant students. Most of the immigrant students speak no English when they first enroll and the principals felt that at least three years of instruction were necessary before the immigrant children could function in English.

All respondents felt that the innate intelligence of immigrant students was the same as that of other students. They did remark that their prior educational experience and their inability to speak English placed severe handicaps on the achievement of immigrant students.

The respondents agreed that the socio-economic background of the immigrant students was much lower than that of other students. It was obvious that all of the respondents felt compassion for the immigrant students and each seemed to feel inadequate to give them the help they desperately need. This inadequacy is probably due to the fact that their needs represent a social problem whose solution is outside the realm of the public school's capability to solve.

(4) Question 4 - Compared To The Other Students In The School How Are The Immigrant/Alien Students Accepted By Various Groups Within The Community?

This question was asked of the principals, teachers, and counselor. The respondents were asked to compare the acceptance of immigrant/alien students and other students within nine sub-groups of the community. The number of responses within each category were as follows:

A. The Community	0 Better Than	2 Worse Than	5 The Same
B. Central Office Professional Staff	0 Better Than	0 Worse Than	7 The Same
C. Elementary Principals	0 Better Than	0 Worse Than	7 The Same
D. Middle School Principals	0 Better Than	0 Worse Than	7 The Same
E. High School Principals	0 Better Than	0 Worse Than	7 The Same
F. Counselors	0 Better Than	0 Worse Than	7 The Same
G. Elementary Teachers	0 Better Than	0 Worse Than	7 The Same
H. Secondary Teachers	0 Better Than	0 Worse Than	7 The Same
I. Peers	0 Better Than	0 Worse Than	7 The Same

Total Respondents - 7

Most respondents indicated that the immigrant students were well accepted by all groups. The high school principal indicated that some of the immigrant students were looked up to by other students because of their ability to overcome tremendous handicaps.

In general the staff felt that school employees accepted the immigrant students just as they would any other students. The teachers found difficulty in responding to some of the questions because psychologically they viewed their classes as groups of children and not groups of immigrants and non-immigrants.

Two respondents did indicate some resentment in the community toward the immigrant families. This resentment was based on the ability of the immigrant families to receive certain welfare and health benefits which other local residents in need were unable to obtain.

(5) Question 5 - Generally Speaking Are Most Classroom Teachers Adequately Trained To Work With Immigrant/Alien Students?

This question was asked of all respondents except the business manager. A distinct difference of opinion occurred in the responses. The elementary staff members felt that teachers are adequately prepared and the junior high and high school staff felt that they were not, a difference of opinion also supported by the central office staff.

All Rio Grande City classroom teachers in grades kindergarten through five have bilingual endorsements, or, are working toward endorsement. The Bilingual Teacher Training Institutes provided by the Texas Education Agency were cited as being the primary source for teachers' gaining endorsements. Also, local staff development activities, funded under ESEA and local efforts have provided extensive

bilingual training for teachers in these grades and all students in these grades receive bilingual instruction.

In grades six through twelve the opposite is true. Even though the majority of teachers in these grades are Spanish-speaking, a minimal number have received specialized training for teaching students of limited English-speaking ability. Central office and secondary staff members indicated a critical need for teachers who were trained to teach English as a second language.

The superintendent expressed a critical need for teachers in general in addition to those with specialized training. Due to the remoteness of the district, the salary schedule, and other living conditions the district fails to attract needed teachers. As of December 15 the district was short eight teachers. These were funded positions but vacant due to the inability of the district to locate qualified people to fill them.

(6) Question 6 - Are Special Programs Necessary To Meet The Needs of Immigrant/Alien Students?

This question was asked of all respondents except the business manager. Again, two distinct answers were given; no at the elementary level and yes at the junior high and high school level. The no at the elementary level was based on the fact that all classes receive bilingual instruction and these are considered regular and not special programs. Therefore, the immigrant students fit into existing programs which were designed primarily to fit local needs. As stated earlier, the great majority of non-immigrant students in

the district are classified as students of limited English-speaking ability.

The yes at the secondary level reflects a complicated situation as a problem exists without the enrollment of immigrant students. A student population which is predominately classified as being of limited English speaking ability does not mesh effectively with the traditional secondary curriculum.

Include in this population a large number of totally non-English speaking immigrant students and the existing problem is compounded. All secondary and central office staff members indicated a critical need for special programs in English language development.

The responses generally indicated that state and federal support for elementary programs are sufficient in meeting program needs at this level even though programs cannot be implemented as designed because of teacher and space shortages. Federal and state programs are generally approved as submitted but the general reaction was that other students have problems too. This response was based on the needs of junior and senior high students who are often excluded from state and federal bilingual programs.

(7) Question 7 - <u>Are Special Programs Offered In This School Specifically For Immigrant/Alien Students?</u>

This question was asked of all respondents except the business manager. The responses were generally in the negative. As mentioned earlier, all classes in grades kindergarten through five receive bilingual instruction and these are considered regular programs.

The immigrant students fit into these classes even though they were not designed specifically for them. These students also fit into other programs designed for the educationally and economically deprived at the elementary level. At the junior high and senior school grades immigrant students are assigned to regular classes just as any other students with few exceptions.

The only special programs offered in these grades are one remedial reading class in the junior high school and two special reading classes at the high school which are funded under the state migrant program. The superintendent remarked that additional migrant funds were available but qualified teachers could not be found but even if they were no instructional space was available for them.

(8) Question 8 - Upon An Immigrant/Alien Student's Entry Into School What Procedures Are Used To Place Him/Her In The Appropriate Grade or Class?

This question was asked of all respondents except the business manager. The general response was that whenever possible the students were assigned to grades according to age. Generally, these students arrive with no records of prior schooling in Mexico. Also, the age requirements and curriculum sequence in Mexican schools is very different from that in Texas schools. None of the five year old immigrants will have attended school and at least fifty percent of the six to eight year olds will not have attended. Compound this problem with the fact that these students speak no English and the school is faced with the necessity of placing many of these students

in kindergarten or first grade classes for readiness purposes. With those elementary age students who have attended school in Mexico an attempt is made to determine their reading ability in Spanish and placement is made accordingly.

The public schools in Mexico are basically organized in two divisions: primerio and seconderio. The primerio is somewhat equivalent to Texas elementary schools and the secondario is somewhat equivalent to Texas junior high schools. An immigrant student who has completed the primerio in Mexico is placed in grades six or seven. If the student has completed secondario and has some English speaking ability he is placed in the ninth grade; with no English speaking ability he is placed in the seventh or eighth grade.

Once the students are placed into classes they are treated no differently from other students. The general reaction of the respondents was that due to the large classes these students are given very little individual attention. Most are retained until a suitable level of English language proficiency is achieved.

As stated previously, the students placed in the elementary schools are offered instruction in bilingual programs. In grades six through twelve the immigrant students are generally placed into traditional classes just as any other student. Again, teachers who were interviewed had difficulty responding to this question because a distinction does not exist between the immigrant and non-immigrant students.

(9) Question 9 - <u>What Are The Major School Problems Cuased By The Immigrant/Alien Students?</u>

This question was asked of all respondents except the business manager. The problem most frequently mentioned by the respondents was related to space needs. All respondents except the high school staff members mentioned overcrowded classrooms as a major problem which was directly attributable to the enrollment of immigrant/alien students. The second most frequently mentioned problem dealt with the immigrant/alien students' inability to speak English, coupled with their prior educational experience. As mentioned previously, the language problem exists with the non-immigrant students but the problem is severely compounded with the enrollment of large numbers of non-English speaking immigrant students.

A third problem mentioned was the economic impact created by the enrollment of immigrant students. In an area which is economically depressed to begin with, the enrollment of large numbers of immigrant students with no increase in the tax base of the district creates a critical financial stress.

The fourth problem mentioned referred to staffing. The district has experienced a shortage of teachers in general but critically needs additional teachers with specialized teaching skills in English language development. Also mentioned by the central office staff was a critical need for the retraining of teachers at the junior and senior high school levels to effectively work with students of limited English speaking ability and specifically for teaching English as a second language.

(10) Question 10 - <u>Are There Other Comments That You Would Care To Make Regarding The Immigrant/Alien Students?</u>

This question was asked of all respondents. The only additional comments made were from the central office staff. Generally, they stated that the Rio Grande School District was faced with problems which are being severely compounded by the enrollment of large numbers of immigrant/alien students. This problem which is not prevalent in most school districts in the state is evidently being ignored in the federal and state legislatures. The general idea presented was that if the federal government is to allow the immigration of these students then financial assistance must be provided to alleviate the impact being felt in already economically depressed districts. Funds are especially needed for building construction.

Summary

As a result of interviewing a selected sample of the Rio Grande City ISD staff, certain conclusions can be reached regarding their perception of the impact of Mexican immigrant/alien students on the Rio Grande City Schools. Their perceptions are summarized as follows:

1. The enrollment of Mexican immigrant/alien students is creating overcrowded classroom conditions at the elementary and junior high school levels.
2. Immigrant/alien students are having a negative economic impact on the Rio Grande City School System. This negative impact is being caused primarily because of a substantial increase in enrollment with no increase in the school tax base as a result of their entry.

3. Immigrant/alien students are generally classified as being the same as other students in the areas of attendance, attitude toward school, and innate intelligence. They are generally classified as being lower than other students in the areas of English proficiency, academic achievement, socio-economic background, and grade placement relative to age.
4. Generally, immigrant/alien students are well accepted by the community, the school staff, and their peers.
5. Staff members are adequately trained to work with immigrant students at the elementary level but not at the junior and senior high school levels. State mandated and supported bilingual programs at the elementary level have created this diversity. Teachers with specialized training are acutely needed at the secondary levels.
6. Special programs for the immigrant/alien students are needed at the junior and senior high school levels. Large numbers of students, both immigrant and non-immigrant, need specialized instruction in English language development at these levels.
7. Bilingual programs are being provided at the elementary level which accommodate the needs of immigrant/alien students. Only on a limited basis are such programs being offered at the secondary levels.
8. Immigrant/alien students are being placed in grades in accordance to age whenever possible. Due to a great diversity, however, between the schools in Mexico and in Rio Grande City, appropriate

placement is extremely difficult. This diversity coupled with the students' inability to speak English creates an almost impossible situation in many cases.

9. The major problems caused by the enrollment of immigrant/alien students are overcrowded classrooms, program needs of non-English speaking students, a negative economic impact, and an inability on the part of school districts to employ adequately trained teachers.
10. The Rio Grande City School District is faced with problems unknown to most school districts in Texas which are being severely compounded by the enrollment of large numbers of non-English speaking students from Mexico and financial assistance is needed to alleviate the impact.

Data from the Principals' Questionnaires

Questionnaires were completed by each building principal to supply the data necessary for determining building and program capacities. Enrollment data was also obtained from each school campus which included the total student enrollment by campus and by grade, as well as, the number of Mexican immigrant/alien students enrolled by campus and by grade.

Questionnaire Instruments

The instruments designed for this part of the study are included as Appendix B. The purpose of the instruments was to obtain data pertaining

to the number of available teaching spaces and the utilization of these teaching spaces. If the enrollment of immigrant/alien students is creating overcrowded classrooms then this fact can only be substantiated by comparing enrollment data to building capacities.

Table 21 is a compilation of: the number of regular teaching stations available on each of the six elementary campuses in the Rio Grande District; the number of such teaching stations which are being used for special instructional purposes; and the building capacity and program capacity for each of the campuses. The building capacity was determined by multiplying the number of regular teaching stations by an average class size of twenty-five students. The program capacity was determined by deleting those teaching stations which were used for special instructional purposes usually involving a smaller number of students who come intermittantly from other classes.

The building capacities range from 200 at La Union Elementary to 500 at Guerra Elementary. Two of the elementary schools, La Union and Guerra, are using satellite buildings. The program capacities, which differed from their respective building capacities, ranged from 175 at La Union Elementary and Ringgold Primary to 475 at Guerra Elementary.

Table 22 in a compilation of : the number of regular, vocational, and laboratory teaching stations available on each of the secondary school campuses; the number of such teaching stations available in satellite buildings; the number of teaching stations which are being used for special instructional purposes; and the building capacity and program capacity for each secondary campus.

Table 21.--Elementary School Building Capacities and Program Capacities During the 1st Quarter of 1976-77

Name of School	Number of Available Teaching Stations				Number of Teaching Spaces Used for Special Programs			
	Permanent Buildings	Satellite Buildings	Total	Building Capacity	Permanent Buildings	Satellite Buildings	Total	Program Capacity
La Union Elem.	7	1	8	200	1	0	1	175
Grulla Primary	14	0	14	350	2	0	2	300
Guerra Elem.	14	6	20	500	0	1	1	475
North Grammar	11	0	11	275	2	0	2	225
Ringgold Primary	11	0	11	275	4	0	4	175
Ringgold Intermediate	12	0	12	300	4	0	4	200

Table 22.--Secondary School Building Capacities and Program Capacities During the 1st Quarter of 1976-77

Name of School	Number of Available Teaching Stations						Building Capacity	Number of Teaching Spaces used for Special Programs			Program Capacity	
	Permanent Buildings			Satellite Buildings								
	Regular	Vocational	Lab.	Regular	Vocational	Lab.		Regular	Vocational	Lab.		
Ringgold Junior High	15	0	0	3	0	0	540	2	0	0	480	
Grulla Junior High	11	0	2	0	0	0	380	2			320	
Rio Grande City High School	25	9	9	7	0	0	1,365	0	0	0	100%	80%
											1,365	1,092

The building capacity was determined by multiplying the number of regular spaces by thirty, the vocational spaces by twenty, and the laboratory spaces by twenty-five and then adding the totals. The program capacity was determined by deleting those spaces used for special instructional purposes usually involving a smaller number of students who come intermittantly from other classes. Two program capacities are shown for the high school; one representing 100% utilization of space and the other representing 80% utilization. The 80% figure is considered to be more realistic as the complexity of scheduling in a high school usually prohibits a 100% utilization of space.

Two of the secondary campuses, Rio Grande City High School and Ringgold Junior High, are using satellite buildings. The building capacities range from 380 at Grulla Junior High to 1,365 at Rio Grande City High School. The program capacities range from 320 at Grulla Junior High to 1,092 at Rio Grande City High School.

A comparison between total building enrollments and building capacities, as shown in Table 23, indicates that five of the six elementary schools, La Union, Guerra, North, Ringgold Primary and Ringgold Intermediate, have enrollments which exceed their building capacities. Ringgold Intermediate with 126 students over building capacity appears to be the most overcrowded followed by North Grammar, 93 students over capacity, and La Union Elementary with 74 students over capacity.

The enrollments of the two junior high schools and the senior high school are below their respective building capacities.

Table 23.--Comparison of Building Enrollments and Building Capacities During The 1st Quarter of 1976-77

Name of School	Grades Housed	Enrollment	Building Capacity			Building Capacity Less Enrollment
			Permanent	Satellite	Total	
La Union Ele.	PK-6	274	175	25	200	(-74)
Grulla Primary	PK-5	293	350	0	350	57
Guerra Ele.	PK-4	531	350	150	500	(-31)
North Grammar	PK-4	368	275	0	275	(-93)
Ringgold Primary	K-4	337	275	0	275	(-62)
Ringgold Int.	5-6	426	300	0	300	(-126)
Ringgold Jr. High	7-8	491	450	90	540	49
Grulla Jr. High	5-8	296	380	0	380	84
Rio Grande City High	9-12	1,066	1,155	210	1,365	299

A comparison between total building enrollments and respective program capacities, as shown in Table 24, indicates that the same five elementary schools have enrollments that exceed their program capacities. The discrepancies are much greater with Ringgold Intermediate having 226 students over program capacity, Ringgold Primary 162, North Grammar 143, La Union Elementary 99, and Guerra Elementary 56.

One of the junior high schools, Ringgold, has 11 students over program capacity while Grulla Junior High and Rio Grande City High School have program capacities exceeding their total enrollment.

A comparison between total campus enrollments and the number of immigrant/alien students enrolled during the first quarter of the 1976-77 school year (Table 25) indicates that the immigrant/alien students are fairly well distributed throughout the Rio Grande City District. Ringgold Intermediate with 87 immigrant/aliens had the greatest enrollment percentage (20.7%) followed by Ringgold Primary (18.7%), La Union Elementary (16.1%), and Ringgold Junior High (15.6%), Grulla Primary with only 10 immigrant/aliens enrolled had the smallest number and percentage (3.4%).

A comparison between building capacities and non-immigrant/alien student enrollments, as shown in Table 26, indicates that only three schools, La Union, North, and Ringgold Intermediate, have non-immigrant/alien enrollments which exceed their building capacities. Moreover, a comparison between the data in Table 23 and Table 26 reveals that the enrollments of two of the schools, Guerra and Ringgold Primary, no longer exceed their building capacities when the immigrant/alien students are excluded.

Table 24.--Comparison of Building Enrollments and Program Capacity During The 1st Quarter of 1976-77

Name of School	Grades Housed	Enrollment	Program Capacity			Program Capacity Less Enrollment
			Permanent	Satellite	Total	
La Union Ele.	PK-6	274	150	25	175	(-99)
Grulla Primary	PK-5	293	300	0	300	7
Guerra Ele.	PK-4	531	350	125	475	(-56)
North Grammar	PK-4	368	225	0	225	(-143)
Ringgold Primary	K-4	337	175	0	175	(-162)
Ringgold Int.	5-6	426	200	0	200	(-226)
Ringgold Jr. High	7-8	491	480	0	480	(-11)
Grulla Jr. High	5-8	296	320	0	320	24
Rio Grande City High	9-12	1,066	924	168	1,092	26

Table 25.--Total Enrollment and the Number of Mexican Immigrant/Alien Students Enrolled on Each Campus in the Rio Grande City District During the 1st Quarter of 1976-77

Name of School	Grades Housed	Total Enrollment	Number of Immigrant/Aliens	Percentage of Immigrant/Aliens
La Union Ele.	PK-6	274	44	16.1
Grulla Primary	PK-5	293	10	3.4
Guerra Ele.	PK-4	531	57	10.7
North Grammar	PK-4	368	39	10.5
Ringgold Primary	K-4	337	63	18.7
Ringgold Int.	5-6	426	87	20.7
Ringgold Jr. High	7-8	491	77	15.6
Grulla Jr. High	5-8	296	39	13.2
Rio Grande City	9-12	1,066	89	8.4

Table 26.--Comparison Between Building Capacities and Non-Immigrant/Alien Student Enrollments During the 1st Quarter of 1976-77

Name of School	Total Enrollment	Number of Immigrant/Aliens	Non-Immigrant/ Alien Enrollment	Building Capacity	Building Capacity Less Non-Immigrant/ Alien Enrollment
La Union Ele.	274	44	230	200	(-30)
Grulla Pri.	293	10	283	350	67
Guerra Ele.	531	57	474	500	26
North Grammar	368	39	329	275	(-54)
Ringgold Primary	337	63	274	275	1
Ringgold Int.	426	87	339	300	(-39)
Total	2,229	300	1,929	2,000	71
Ringgold Jr. High	491	77	414	540	126
Grulla Jr. High	296	39	257	380	123
Total	787	116	671	920	249
Rio Grande City High	1,066	89	977	1,365	388

A further analysis of the data indicates that the total of the building capacities of the six elementary schools is 2,000 students. The total enrollment in these schools is 2,229 which exceeds capacity by 229 students. However, when the 300 immigrant/alien students are excluded, the total of the elementary building capacities exceeds the total non-immigrant/alien enrollment by 71 students.

The two junior high schools and the senior high school, as shown in Table 22, have building capacities which exceed their total enrollments.

A comparison between program capacities and non-immigrant/alien student enrollments, as shown in Table 27, indicates that four of the elementary schools, La Union, North, Ringgold Primary, and Ringgold Elementary, have non-immigrant/alien student enrollments which exceed their respective program capacities.

A further analysis of the data indicates that the total of the program capacities of the six elementary schools is 1,550 students. The total enrollment in these schools is 2,229 which exceeds program capacity by 679 students. When the 300 immigrant/alien students are excluded, the non-immigrant/alien student enrollment exceeds total program capacity by 379 students.

Summary

As a result of analyzing enrollment, building, and program data from the Rio Grande City Schools during the first quarter of the 1976-77 school year the following conclusions and generalizations can be reached:

Table 27.--Comparison Between Program Capacities and Non-Immigrant/Alien Student Enrollments During the 1st Quarter of 1976-77

Name of School	Total Enrollment	Number of Immigrant/Aliens	Non-Immigrant/ Alien Enrollment	Program Capacity	Program Capacity Less Non-Immigrant/ Alien Enrollment
La Union Ele.	274	44	230	175	(-55)
Grulla Primary	293	10	283	300	17
Guerra Ele.	531	57	474	475	1
North Grammar	368	39	329	225	(-104)
Ringgold Primary	337	63	274	175	(-99)
Ringgold Int.	426	87	339	200	(-139)
Total	2,229	300	1,929	1,550	(-379)
Ringgold Jr. High	491	77	414	480	66
Grulla Jr. High	296	39	257	320	63
Total	787	116	671	800	129
Rio Grande City High	1,066	89	977	1,092	115

1. Five of the six elementary schools, La Union, Guerra, North, Ringgold Primary and Ringgold Intermediate, have total enrollments which exceed their respective building capacities. Grulla Primary is the one elementary which has a building capacity greater than its enrollment.
2. Grulla Junior High, Ringgold Junior High, and Rio Grande City High School have building capacities which exceed their respective enrollments.
3. The same five elementary schools as listed in item 1 have total enrollments which exceed their program capacities. The discrepancies, however, are much more pronounced.
4. One of the junior high schools, Ringgold Junior High, has a total enrollment which exceeds its program capacity while Grulla Junior High and Rio Grande City High School have program capacities which exceed their respective total enrollments.
5. Three elementary schools, La Union, North, and Ringgold Intermediate, have non-immigrant/alien enrollments which exceed their building capacities, however, the total building capacity of the six elementary schools exceeds the total non-immigrant/alien student enrollment.
6. Four of the elementary schools, La Union, North, Ringgold Primary, and Ringgold Elementary have non-immigrant/alien student enrollments which exceed their respective building capacities. Moreover, the total non-immigrant/alien student enrollment in the six elementary schools exceeds the total of thier program capacities by 379 students.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary

The primary purpose of this study was to identify the impact of the enrollment of students migrating from Mexico on a typical Texas border school district. The need for the study was expressed by Hensley in his report to the State Board of Education and by Commissioner Brockette in his plan of action to implement the directions of the State Board of Education concurring the problems that were identified in Hensley's study.

It was assumed that the impact of students from Mexico upon the school district was an area of concern in which research was needed. Also, it was assumed that adequate funding, space, programs, and personnel were pertinent to good education.

The typical district chosen for the study was the Rio Grande City Independent School District. The criteria for selection was as follows: (1) the district would be chosen from the group of 22 identified by Hensley as having the highest percentages of Mexican immigrant/alien enrollment during the first quarter of the 1975-76 school year; (2) the district nearest the group means in the following areas: total enrollment during the first quarter of the 1975-76 school year, number of Mexican immigrant/alien students enrolled during the first quarter of the 1975-76 school year; and, the market value per ADA for the 1975-76 school year.

In order to gather the necessary data, this study was divided into two phases: (1) the status of the enrollment of Mexican immigrant/aliens in the Rio Grande City schools during the first quarter of the 1976-77 school year; and (2) the impact of these students on the district in the areas of funding, space utilization, and educational programming.

Following an introduction to the study in Chapter I and II, a brief historical, sociological, and economical background was given of the Rio Grande City District (Chapter III). The intent of the introduction and background was to provide an insight into the area of study and to provide a perspective of the problems faced by the Rio Grande City School District.

The research methodology and analysis of the data were delineated in Chapters IV and V. The first phase of the study included an analysis of the status of the enrollment of Mexican immigrant/alien students in the Rio Grande City Schools during the first quarter of the 1976-77 school year.

The survey instrument used to obtain status data from the Rio Grande City District represented a modification of the instrument used by Hensley in 1975-76. The Basic Data Collection Form is included as Appendix A. The instrument contained seven items, structured to: (1) identify students born in Mexico by campus and grade; (2) record birthdates; (3) record the number of years enrolled in the district; (4) indicate if the student participated in the free lunch program; (5) indicate whether the student lived with a parent or guardian; (6) indicate a teacher's assessment of the students English-speaking proficiency; and (7) indicate if the student was assigned to a special educational program.

The instruments used to obtain impact data included an interview instrument, Appendix C, and a Principals' Questionnaire, Appendix B. The interview instrument included ten questions designed to obtain staff members' perceptions of the impact of Mexican immigrant/alien students on the Rio Grande City Schools. Interviews were conducted in the district with a cross-section of district's staff.

The Principals' Questionnaire was designed to secure enrollment, building, and program data for analyzing the impact of immigrant/alien students on building space utilization.

Contained in the introduction to the study (Chapter II) were five basic research questions. Chapters IV and V provided information regarding the five questions.

The results of the Basic Data Collection Form were analyzed by computer and tabulated by district, campus, and grade level. Portions of this data were compared with similar data collected by Hensley in 1975-76 in the Rio Grande City District.

The district-wide totals revealed that 505 Mexican immigrant/alien students were enrolled in the Rio Grande City District during the first quarter of the 1976-77 school year. This number represented 12.4% of the total district enrollment of 4,082. Fifty-five of these students were enrolled for their first year in the Rio Grande City District.

These data indicated an increase of 50 immigrant/aliens over the 1975-76 enrollment. A total of 455, or 11.5% of the total enrollment were enrolled in 1975-76, moreover, 125 of these 455 students, were enrolled for their first year in 1975-76. A comparison between the enrollment data

reveals a substantial decrease in the number of new immigrant/alien entries between the 1975-76 and 1976-77 school years, 125 new entries in 1975-76 and 55 in 1976-77.

Extensive information was gathered regarding the question on building space utilization and building requirements. Most of the staff members who were interviewed indicated that overcrowded classrooms were resulting from the enrollment of immigrant/alien students at the elementary and junior high school levels. These opinions were supported in the analysis of the data obtained from the Principals' Questionnaire. The total enrollments in the elementary schools exceed the total building capacities by substantial margins, however, the total elementary building capacities exceed the non-immigrant/alien enrollment.

The junior high and senior high building capacities seem to exceed their total enrollments.

Moreover, program capacities appear to be exceeded by non-immigrant/alien enrollments at the elementary level. This information suggests that some overcrowding might be in existence at the elementary level without the enrollment of immigrant/aliens but their enrollment definitely compounds overcrowding conditions.

As indicated in Chapter V, building capacity is a function of program capacity. Special programs, which usually involve smaller groupings of students, have a direct impact on building capacity. If in fact, special programs are offered for immigrant/alien students, building capacities would be affected. This appears to be happening only to a minimal degree as all classrooms in grades kindergarten through five are

included in the Rio Grande City bilingual program, hence, immigrant/alien students at these grade levels are placed into existing bilingual classrooms.

At the junior high and senior high school levels, special programs are being offered only to a minimal degree thereby having little effect on program capacities. Thus staff members interviewed indicated a critical need for such programs but due to a shortage of adequately trained teachers, most are not offered.

The basic research question pertaining to the effect of Mexican immigrant/alien students on educational programming in the district was answered in Chapters IV and V. The educational needs of these students differed less from the non-immigrant/alien students at the primary level than at other levels. Approximately seventy-five percent of the total district enrollment was classified as being of limited English-speaking ability during the 1975-76 school year. This fact coupled with the mandatory state bilingual program has resulted in all classrooms in grades kindergarten through five receiving bilingual instruction. Even though the academic achievement level and English-speaking proficiency of immigrant/alien students is perceived by staff members to be well below that of the non-immigrant/alien students, they do seem to fit fairly well into the existing bilingual program in the elementary grades.

Educational programming at the junior high and senior high levels appears to be affected minimally by the enrollment of immigrant/alien students as some are being served by existing federal programs but most are being scheduled into regular instructional programs. Those staff

members who were interviewed indicated a critical need for special programs but due to staff, funding, and space shortages few were in existence.

The impact of immigrant/alien students on staffing in the Rio Grande City District seems to be a compounding of an existing problem as a critical need exists in the district for both additional staff members and staff development programs for teachers on the job. As of November, 1976, the district was short eight teachers. These were funded positions but vacant due to the unavailability of a teacher supply. The superintendent indicated that this situation occurs annually due to several factors: living conditions in the Rio Grande City District, the salary schedule, and the remoteness of the district. This shortage of teachers creates larger classes for employed teachers and often prevents the implementation of special programs, especially in the areas of bilingual instruction and English as a second language.

Staff development programs are needed for assisting teachers in developing instructional strategies to meet the needs of students with limited English-speaking ability. All teachers in grades kindergarten through five have received or are in the process of receiving specialized training through the Bilingual Teacher Institutes provided by the Texas Education Agency. Sources for the training of junior and senior high teachers is limited to local efforts.

The question regarding the impact of immigrant/alien students on the funding of the district seems to be related directly to the other areas of impact identified in the study. The Rio Grande City District is in the

lower quarter of all school districts in the state in per capita wealth. This means the placement of a much higher tax burden on local residents to produce funding for educational programs and facilities which are commensurate with those found in most districts. This need produces a financial stress in the district as the area is economically depressed by federal standards. The majority of the population of the district exists at the poverty level with a high unemployment rate.

The immigration of large numbers of people from Mexico is having no effect on the tax base of the district as all of the families are poor and move into existing sub-standard housing or live with friends and relatives. This means the funding needed for meeting the educational needs of their children must come from increased taxes on an already economically distressed population or from state and federal sources.

The increasing enrollment of the district due primarily to the immigration of people from Mexico has produced a critical need for more building space. The financing of these buildings must come from taxes on the local population as state and federal funds are not available.

The increasing number of Mexican immigrant/alien students creates a need for additional teachers and more critically, teachers with specialized training for teaching students of limited English-speaking ability. State minimum foundation funds are allocated for these students just as for any other student to employ additional teachers. However, additional teachers in sufficient numbers are not available thus creating larger classes.

Federal and state funding for staff development programs is available for elementary teachers but not for secondary teachers. Staff development programs which are critically needed for secondary teachers must be provided through local efforts.

Bilingual and English-as-a-second-language programs are critically needed in grades six through twelve. These programs are needed by both immigrant/aliens and non-immigrant/aliens. State and federal funding are available for grades kindergarten through five but only on a limited basis in grades six through twelve. Hence, any special programs offered in the upper grades must come from local sources.

In addition to gathering information needed to address the research questions of this study, other pertinent findings regarding Mexican immigrant/alien students and the Rio Grande City School District were revealed. The following is a listing of the additional findings.

1. The population of the Rio Grande City District is 99% Mexican/American and Spanish is the predominate language spoken by the population.
2. Approximately 78% of the total enrollment of the Rio Grande City District was classified as being of limited English-speaking ability during the 1975-76 school year.
3. Farming enterprises represent employment for a majority of the district's population.
4. Approximately 71% of the families in Starr County have annual family incomes of less than $3,000.

5. The Rio Grande City District had a relatively stable student enrollment prior to the 1975-76 school year.
6. Only 49 percent of the Mexican immigrant/alien students enrolled during 1976-77 were eligible for the State bilingual program.
7. Twenty percent of the Mexican immigrant/alien students enrolled during 1976-77 were less than ten years old.
8. Ninety-seven percent of the Mexican immigrant/alien students enrolled during 1976-77 were participating in the free lunch program.
9. Ninety-eight percent of the Mexican immigrant/alien students enrolled in 1976-77 were residing with a parent.
10. Only 10% of the Mexican immigrant/alien students enrolled in 1976-77 had sufficient English language skills to achieve in the regular school curriculum.
11. Thirty-five percent of the Mexican immigrant/alien students were enrolled in special programs at the junior high and senior school levels.
12. The attendance records of immigrant/alien students is as good as or better than non-immigrant/alien students.
13. The attitudes toward school of immigrant/alien students is as good as or better than non-immigrant/alien students.
14. The immigrant/alien students are well accepted by the schools and the community.
15. Most immigrant/alien families exist at the poverty level.
16. Special programs are needed at the junior and senior high school levels to meet the needs of Mexican immigrant/alien students.

17. Bilingual programs are being provided at the elementary level which accommodate the needs of immigrant/alien students.
18. Overcrowding is occurring in the Rio Grande City Schools as a result of the enrollment of large numbers of Mexican immigrant/alien students. Temporary buildings, rented church facilities, and school cafeterias are being used to alleviate the crowded conditions until new facilities can be constructed.
19. Educational housing was the most critical need of the district as perceived by staff members. Program support for older age immigrant/alien students was also perceived as a critical need.

Recommendations

Based upon the findings of this study, the following recommendations are offered for consideration.

Educational Facilities

The influx of large numbers of Mexican immigrant/alien students into the Rio Grande City District has created a severe need for additional school facilities. This need is no different from that experienced by many school districts throughout the state and nation as evidenced by the number of buildings being constructed. Another facet of this need in the Rio Grande City District, however, is atypical in that the increase in population has had no effect upon the tax base of the district. This condition is due primarily to the fact that Mexican immigrant/alien families are typically poor and produce no real property for taxation. The

financing of additional school facilities is being placed on a population which is already economically depressed. Relief from this crisis must be obtained if adequate facilities and educational programs are to be maintained in the Rio Grande City District. Based on these needs the following recommendations are offered:

1. The restrictions placed upon state funds could be relaxed to allow flexibility for assistance in the costs of facility construction.
2. The federal government could provide non-categorical impact aid to school districts who are being adversely affected by immigration policies for assistance in financing facility construction.
3. The Rio Grande City District is already receiving substantial federal funds for categorical programs such as ESEA Title VII-Bilingual, ESEA Title I-Regular, and ESEA Title I-Migrant. Program restrictions could be amended to allow flexibility in financial allocations providing for assistance in facility construction.

Educational Programs and Personnel

A critical need exists in the Rio Grande City School District for special programs for students of limited English-speaking ability in grades six through twelve. A majority of the non-immigrant/alien students in grades kindergarten through twelve are classified as being of limited English-speaking ability. Compound this situation with large numbers of immigrant/alien students who speak little or no English and an almost unworkable conditions exists. Bilingual programs are being offered in grades kindergarten through five with state and federal support but

special programs are being offered only minimally in the secondary schools. Special programs require additional funding for program development, additional staff members, and staff development programs for teachers on the job. Based on these needs the following recommendations are offered:

4. The State Bilingual Education Program appears to be meeting the needs of students of limited English-speaking ability in grades kindergarten through five. The legislation which mandated this program, however, overlooked the needs of those students in grades six through twelve. Their needs are equally as critical. It is recommended that the state bilingual education program be extended to include all students of limited English-speaking ability in grades kindergarten through twelve.
5. A critical need exists for teachers with specialized training for teaching English as a second language at the secondary level. Due to an overall teacher shortage in the Rio Grande City District this need can probably only be met by training existing staff members. Colleges and universities should include such components in their teacher education programs and Regional Education Service Centers could be provided with necessary funding to develop and provide such staff development programs for school districts.

Future Research

The Rio Grande City ISD was chosen as the typcial border school district for the purpose of this study and certain adverse conditions were identified in the district as being either caused by or compounded by the

enrollment of large numbers of Mexican immigrant/alien students. If similar conditions exist in other school districts then legislative and policy implications become more imminent. Based on this assumption the following recommendations are offered:

6. Conduct modified case studies in other border school districts to document the adverse conditions identified in the Rio Grande City ISD as being typical of Texas border school districts.
7. Draft proposed legislation and policies which alleviate the adverse conditions with an analysis of the implications for implementation.

REFERENCES

1. Texas Education Agency. "Survey of Alien/Immigrant Students," Austin, 1976. (Mimeographed)

2. Hensley, Jim B., Mexican Immigrant/Alien Student Study 1975-76, Edinburg, Texas, 1976.

3. Texas State Board of Education. Official Agenda of the Board Meeting, Austin, Texas, October 8, 1976.

4. United States Department of Agriculture Resource Conservation and Resource Development Plan, Rio Bravo Project, Rio Grande City, Texas, January, 1975.

APPENDICES

APPENDIX A

BASIC DATA COLLECTION FORM

Rio Grande City ISD Immigrant/Alien Student Study 1976

Campus Name _____

Name of Student _____

District Code _____ (1)

Grade _____ (10)

Birthdate _____ (16)

Number of years Enrolled in the district _____ (19)

Participates in Free Lunch Program (check one) Yes: ____ (20) No: ____ (21)

Student Lives with (check one) Parent: ____ (22) Guardian: ____ (23)

Student's Ability to Speak English (check one) Good: ____ (24) Fair: ____ (25) Poor: ____ (26)

List any special programs in which the student participates (ESL, remedial reading, bilingual, etc.)

_____ _____

_____ _____

_____ _____

APPENDIX B

ELEMENTARY AND SECONDARY TEACHING STATIONS AND INSTRUCTIONS

ELEMENTARY TEACHING STATIONS

Name of School	Grades Housed	Number of Available Teaching Stations														Utilization of Teaching Stations						
		Permanent Buildings					Satellite Bldgs. (1) Movable or Temporary					Other Bldgs. (2)				Special Programs (4)						
		Regular Classrooms	Music	Art	Gymnasium	Multipurpose Room	Regular Classrooms	Music	Art	Gymnasium	Multipurpose Room					Regular Classrooms	Satellite Bldgs.	Other (Identify)				

REMARKS:

(1) Designate usage of satellite buildings (e.g. Regular Classrooms, Music, etc.).

(2) Designate usage of other spaces (e.g. Regular Classrooms, Music, etc.).

(3) Identify other spaces being utilized in 2. _____

(4) Indicate the number of teaching stations in each category which are used for special instructional purposes which usually involve a smaller number of students than a regular class (e.g. Special Education, Remedial Reading, etc.).

INSTRUCTIONS FOR COMPLETING ELEMENTARY TEACHING STATIONS

The purpose for requesting this information is to determine the student capacity and the program capacity for each of the school buildings in the Rio Grande City ISD. The data is requested as of the last day of the first quarter of the 1976-77 school year. A brief explanation of the data requested is as follows:

Name of School - Data should be supplied for each elementary school campus.

Grades Housed - The grades housed on each school campus (i.e. K-5).

Number of Available Teaching Stations

PERMANENT BUILDINGS - These include all buildings which were built to be permanently located.

A. Regular Classrooms - The number of regular teaching stations which are available. A regular teaching station is considered to be a space large enough to accomodate a typical class of 25-30 students. NOTE - This number should reflect the number of regular teaching stations available regardless of how they are being used.

B. Music - If separate spaces are provided for music and if they are being utilized for that purpose then indicate the number of music teaching stations available. If spaces initally designed for music are being utilized for other purposes then indicate both the number of music spaces available and the number being used for other purposes (i.e. 2/1).

C. Art - If separate spaces are provided for art and if they are being utilized for that purpose then indicate the number of art teaching stations available. If spaces initially designed for art are being utilized for other purposes then indicate both the number of art spaces available and the number being used for other purposes (i.e. 2/1).

D. Gymnasium - If the campus includes a gymnasium and if it is being used for physical education

activities then indicate the number of physical education teaching stations that are available in the gymnasium. If spaces designed for physical education are being utilized for other purposes then indicate both the number of physical education spaces available and the number being used for other purposes (i.e. 2/2).

E. Multipurpose Room - If the campus includes multipurpose rooms then indicate the number of such rooms that are available. NOTE - A multipurpose room is considered a space larger than a typical classroom and is designed to accomodate physical activities.

SATELLITE BUILDINGS - These include all buildings located on a campus which are movable and generally considered to be temporary. Under Satellite Buildings provide the same information as requested under Permanent Buildings.

OTHER BUILDINGS - These include buildings which are being used temporarily for instructional purposes. These spaces would include church facilities, community or business centers, or other buildings which are being used as instructional spaces but are designed for other purposes. Indicate in the columns headed Other Buildings how these buildings are being utilized and the number of teaching stations in each category (i.e. regular classrooms - 4, remedial reading - 1, art - 1, etc.).

Utilization of Teaching Stations

Data is requested to indicate the number of regular teaching stations that are being used for special instructional purposes that usually involve a smaller number of students than regular classes. This information will assist in determining the program capacity of buildings.

SPECIAL PROGRAMS - These include all programs that usually have average class sizes that are smaller than regular class sizes.

A. Regular Classrooms - Of the number of Regular Classrooms indicated under Permanent Buildings, indicate the number being used for special programs with class sizes smaller than regular class size.

B. Satellite Buildings - Of the number of Regular Classrooms reported under Satellite Buildings, indicate the number being used for special programs with class sizes smaller than regular class size.

C. Other - Of the number of Regular Classrooms reported under Other Buildings, indicate the number being used for special programs with class sizes smaller than regular class size.

SECONDARY TEACHING STATIONS

Name of School	Grades Housed	Number of Available Teaching Stations																					
		Permanent Buildings										Satellite Bldgs. (1) Movable or Temporary						Other Bldgs. (2)					
		Regular Classrooms	Vocational/Industrial	Science Laboratories	Homemaking Dept.	Commercial Dept.	Art Department	Instrumental Music	Vocal Music	Gymnasium													

REMARKS:

(1) Designate usage of satellite buildings (e.g. Regular Classrooms, Vocal Music, etc.).

(2) Designate usage of other spaces (Regular Classrooms, Vocal Music, etc.).

(3) Identify other spaces being utilized in 2. _____

INSTRUCTIONS FOR COMPLETING SECONDARY TEACHING STATIONS

The purpose for requesting this information is to determine the student capacity and the program capacity for each of the school buildings in the Rio Grande City ISD. The data is requested as of the last day of the first quarter of the 1976-77 school year. A brief explanation of the data requested is as follows:

Name of School - Data should be supplied for each secondary school campus.

Grades Housed - The grades housed on each school campus (i.e. 9-12).

Number of Available Teaching Stations

PERMANENT BUILDINGS - These include all buildings which were built to be permanently located.

A. Regular Classrooms - Indicate the number of regular teaching stations which are available. A regular teaching station is considered to be a space large enough to accomodate a typical class of 25-30 students for regular instructional purposes. This number includes teaching stations other than those designed for specialized instruction in the following subject areas. NOTE - This number should reflect the number of regular teaching stations available regardless of how they are being used.

B. Vocational/Industrial- Indicate the number of teaching stations available in facilities which were designed for vocational or industrial programs.

C. Science Laboratories - Indicate the number of teaching stations available in facilities which were designed for science laboratory instruction.

D. Homemaking Department- Indicate the number of teaching stations available in facilities which were designed for homemaking laboratory instruction.

E. Commercial Department- Indicate the number of teaching stations available in facilities which were designed for commercial laboratory instruction.

F. Art Department - Indicate the number of teaching stations available in facilities designed for art classes.

G. Instrumental Music - Indicate the number of teaching stations available in facilities designed for instrumental music instruction.

H. Vocal Music - Indicate the number of teaching stations available in facilities designed for vocal music instruction.

I. Gymnasium - Indicate the number of teaching stations available in facilities designed for physical education instruction.

SATELLITE BUILDINGS - These include all buildings located on a campus which are movable and generally considered to be temporary. In the blank columns under Satellite Buildings indicate the number of teaching stations available in each of the categories listed under Permanent Buildings (i.e. regular classrooms - 4, vocal music - 2, etc.).

OTHER BUILDINGS - These include buildings which are being used temporarily for instructional purposes. These spaces would include church facilities, community or business centers, or other buildings which are being used as instructional spaces but are designed for other purposes. Indicate in the columns headed Other Buildings how these buildings are being utilized and the number of teaching stations in each category (i.e. regular classrooms - 3, vocal music - 1, etc.).

Utilization of Teaching Stations

Data is requested to indicate the number of teaching stations that are being used for special instructional purposes that usually involve a smaller number of students than regular classes. This information will assist in determining the program capacity of buildings. In the row of squares underneath the row containing the number of teaching spaces available on each secondary campus, indicate the number of teaching spaces in each category which are being used primarily (half time or more) for special instructional purposes that usually involve a smaller number of students.

APPENDIX C

INTERVIEW PROCEDURE

AND INSTRUMENTS

INTERVIEW PROCEDURE FOR
IMMIGRANT/ALIEN STUDENT STUDY

Purpose

Semi-structured interviews will be conducted with a selected group of professional employees of the Rio Grande City Independent School District for the purpose of supplementing information obtained from existing studies and questionnaires.

Data Analysis

Responses to the interviews will be categorized by a method of content analysis and reported by interviewee classifications.

Limitations

Limitations to the contribution of the interviews will include some qualifications as to the reliability and generalizability of the data gathered. The reliability of data may be questioned because of the reliability of the interviewer. Generalizability may likewise be questioned because of the sampling procedures employed.

Sampling Procedures

The Superintendent of Schools, Administrative Assistant, Bilingual Program Director, and Business Manager will be interviewed at the central office level. An elementary, middle, and senior high school principal will be selected by the Superintendent for interviews. Each of them, moreover, will select three classroom teachers for interviews. The three teachers from the elementary school will represent kindergarten or 1st grades, 2nd or 3rd grades, and 4th or 5th grades; and, the three middle and three senior high school teachers will represent basic subjects

(science, English, math, social studies, etc.), special programs (designed for specific students), and elective programs (band, choir, vocational courses, etc.). Also, a secondary counselor will be selected by the Superintendent of Schools for interviewing.

Interview Instruments

Interview instruments for each of the classifications of interviewees (central office personnel, principals, counselor, and elementary, middle and senior high school teachers will be different. Each instrument, moreover, will contain both structured and open-ended questions.

CODE	POSITION
1	Superintendent
2	Administrative Assistant
3	Business Manager
4	Bilingual Program Director
5	Elementary Principal
6	Middle School Principal
7	Senior High School Principal
8	Counselor
9	K-1 Teacher
10	2-3 Teacher
11	4-5 Teacher
12	Middle School Basics Subject Teacher
13	Middle School Special Programs Teacher
14	Middle School Elective Programs Teacher
15	Senior High School Basics Subject Teacher
16	Senior High School Special Programs Teacher
17	Senior High School Elective Programs Teacher

Position and/or Name
of Interviewee _____

1-8 1. Do the immigrant/alien students in the school cause overcrowed classroom conditions? ___YES ___NO
(if yes please discuss how)

1-8 2. Do the immigrant/alien students in the school cause a negative economic impact? ___YES ___NO
(if yes discuss how)

Position and/or Name
of Interviewee _____

5-17 3. Compared to the other students in the school how do the immigrant/alien students differ? (i.e. other students' attendance is <u>better</u> <u>than</u> the alien students)

A. Attendance	___Better Than	___Worse Than	___The Same
B. Academic Achievement	___Higher Than	___Lower Than	___The Same
C. Grade Placement Relative to Age	___Higher Than	___Lower Than	___The Same
D. Attitudes Toward School	___Better Than	___Worse Than	___The Same
E. Level of English Proficiency	___Higher Than	___Lower Than	___The Same
F. Innate Intelligence	___Higher Than	___Lower Than	___The Same
G. Socioeconomic Background	___Higher Than	___Lower Than	___The Same

(please add any additional differences that you may perceive)

Position and/or Name
of Interviewee _____

5-17 4. Compared to the other students in the school how are the immigrant/alien students accepted by: (i.e. other students are accepted by the community the same as the immigrant/alien students)

A.	The Community	___Better Than	___Worse Than	___The Same
B.	Central Office Professional Staff	___Better Than	___Worse Than	___The Same
C.	Elementary Principals	___Better Than	___Worse Than	___The Same
D.	Middle School Principals	___Better Than	___Worse Than	___The Same
E.	High School Principals	___Better Than	___Worse Than	___The Same
F.	Counselors	___Better Than	___Worse Than	___The Same
G.	Elementary Teachers	___Better Than	___Worse Than	___The Same
H.	Secondary Teachers	___Better Than	___Worse Than	___The Same
I.	Peers	___Better Than	___Worse Than	___The Same

Position and/or Name of Interviewee _____

1-17 (omit #3)

5. Generally speaking are most classroom teachers adequately trained to work with immigrant/ alien students? ___YES ___NO
(if answer is no please explain the type of training necessary)

1-17 (omit #3)

6. Are special programs necessary to meet the needs of immigrant/alien students? ___YES ___NO
(if answer is yes briefly explain what kinds are needed and why)

1,2,4-8, 13,16

7. Are special programs offered in this school specifically for immigrant/alien students? ___YES ___NO
(if yes please explain the type of programs)

Position and/or Name
of Interviewee _____

2,4-17 8. Upon an immigrant/alien student's entry into school what procedures are used to place him/her in the appropriate grade or classes? ___YES ___NO
(For the classroom teachers ask them same question except relative to their respective grade or class.)

1,2,4-17 9. What are the major school problems caused by the immigrant/alien students?

1-17 10. Are there any other comments that you would care to make regarding the immigrant/alien students, and/or this interview?
i.e. Does the academic achievement of immigrant/alien students as compared to that of the regular students increase or decrease in relation to the number of years spent in the Rio Grande City Schools?